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WORKSHOP REPORTS

ON

NEGRO EXTENSION WORK

“We Study Our Job”

FIRST WORKSHOP—MARCH 17-21, 1947
SECOND WORKSHOP—DECEMBER 8-13, 1947

VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

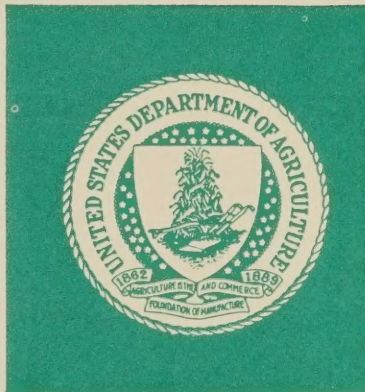
AGRICULTURAL EXTENSION SERVICE

VIRGINIA POLYTECHNIC INSTITUTE, VIRGINIA STATE COLLEGE AND U. S. DEPARTMENT
OF AGRICULTURE COOPERATING

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INTRODUCTION

The Extension Service realizes as never before the importance of studying the many new and old problems confronting present day Extension workers. The theme of this workshop so appropriately expresses our needs: "We Study Our Job."

An adaptation of the true workshop device was used during the one week Agents' Annual Conference. Five workshop problems were selected by the planning committee prior to the opening of the conference:

- Problem I - Subject: What Is the Agent's Responsibility in Developing County and Community Organizations For Sponsoring The Extension Program?
- Problem II - Subject: How Can Efficient Office Management and A Standard Filing System Be Used To Strengthen the County Extension Program?
- Problem III - Subject: The Agent's Function in Developing Farm and Home Unit Demonstrations as a Method of Teaching.
- Problem IV - Subject: The Agent's Responsibility in Maintaining Good Relationship with All People and Organizations in The County.
- Problem V - Subject: How May Agents Improve Themselves Professionally While on The Job?

This same planning committee then provided the resources including speakers, discussion leaders, books, and other written materials to be used by the agents to effectively attack the problems set up for study.

This report of the workshop has been prepared to be used by agents as a reference. It includes a list of participants and staff members, an outline of the program, an outline or summary of the lectures presented, copies of the five group reports and a bibliography of references.

The five problem groups did not attempt to make an exhaustive study and report of the problems but rather to point out the collective thinking of the group. These reports indicate the kind of value which the workshop type of in-service training can be to Extension agents.

Miss Maude E. Wallace,
Assistant Director, In Charge of
Home Demonstration Agents.

PURPOSE OF WORKSHOP

S. E. Marshall

The Cooperative Extension Work is a national system of adult and youth education in agriculture and home economics for people not attending the Land-Grant College.

Let us look around to see who these people are, and how many we are to teach. The Extension workers gathered here represent teachers in agriculture and home economics for 27,000 adults, (to say nothing about the youth).

Who are these people? Economically; some are upper class, some are middle class, and some are the lower class.....Intellectually; some are in the high group, some are in the middle group, and some are in the lower group..... Geographically; some are on the primary roads, some are on the secondary roads, and some are on no road. But, regardless of educational and economical status or where they live, Extension is to teach them.

They are to be taught agriculture and home economics,.....facts, ideas, and a ramification of such things which will enable them to "Live Most and Serve Best."

Science is continually developing new techniques in agriculture. Advancing civilization and changing world conditions present new problems to farm families. New methods of organizing, teaching, and influencing people are coming to the front.

The Extension Service has generally gained the confidence and support of the people with whom it works. This confidence and support must not be lost, but should increase in both strength and effectiveness each year and with each added personnel. This can only be accomplished by continuously improving our proficiency as Extension workers.

It is planned that at this workshop information from the field, from specialists, and consultants will be brought together in a publication which will be helpful in solving problems of rural people, and add to the efficiency of the work.

PERSONNEL OF THE WORKSHOP

Participants

Farm Agents

C. G. Greer, Charlottesville, Va.
 J. L. Dickson, Amelia, Va.
 G. L. James, Appomattox, Va.
 H. L. Maclin, Lawrenceville, Va.
 B. O. Moody, Dillwyn, Va.
 C. A. Elliott, Rustburg, Va.
 J. M. Johnson, Bowling Green, Va.
 R. E. F. Washington, Roxbury, Va.
 J. F. Wilson, Keysville, Va.
 R. F. Jones, Chesterfield C. H., Va.
 S. J. Jones, Dinwiddie C. H., Va.
 B. F. Harrison, Tappahannock, Va.
 F. B. Goode, Gloucester, Va.
 M. F. Hill, Irwin, Va.
 G. D. Williams, Emporia, Va.
 W. M. Pierce, South Boston, Va.
 Woodrow Odom, Smithfield, Va.
 T. W. Allen, Mattaponi, Va.
 M. C. Harding, Kenbridge, Va.
 N. D. Morse, South Hill, Va.
 James Harris, Suffolk, Va.
 M. J. Edwards, Cumberland C. H., Va.
 A. P. Walton, Powhatan, Va.
 J. G. Lancaster, Farmville, Va.
 W. H. George, Elberon, Va.
 L. N. Wynn, Warsaw, Va.
 S. G. Mansfield, Franklin, Va.
 M. D. Jones, Stony Creek, Va.

Home Agents

Miss Rachel Carter, Amherst, Va.
 Miss Marion Calender, Bedford, Va.
 Miss Sara M. Harrison, Lawrenceville, Va.
 Miss Juanita Peel, Charlotte C.H., Va.
 Mrs. Elnora S. Perry,
 Dinwiddie C. H., Va.
 Miss Grace O. Jennings, Palmyra, Va.
 Miss Nannie E. Jennings,
 South Boston, Va.
 Miss Ora E. Jennings, Ashland, Va.
 Mrs. Evelyn G. Solomon, Richmond, Va.
 Miss Clarice Pretlow, Smithfield, Va.
 Mrs. E. G. McAllister, Upshaw, Va.
 Miss E. J. Hunter, Louisa, Va.
 Mrs. Delores G. Morse, Boydton, Va.
 Miss Hattie S. Powell, Suffolk, Va.
 Miss Cleopatra Williamson, Norfolk, Va.
 Miss Aranna Brown, Heathsville, Va.
 Miss E. Alice Hobday, Chatham, Va.
 Mrs. Etta L. Smith, Farmville, Va.
 Miss L. B. Pruitt, Nottoway, Va.
 Miss Florence E. McGuffin,
 Franklin, Va.
 Miss Izetta D. Edler, Stony Creek, Va.
 Mrs. Sadie Roane, Kinsale, Va.
 Miss Gloria V. Cottman,
 Nottoway, Va.
 Miss Margaret Murrell, Shipman, Va.

Steering Committee

Ross W. Newsome, State Agent, Virginia Agricultural Extension Service, Petersburg, Va.
 S. E. Marshall, District Agent, Virginia Agricultural Extension Service, Petersburg, Va.
 Miss Blanche D. Harrison, District Agent, Virginia Agricultural Extension Service,
 Petersburg, Va.
 Mrs. T. T. Hewlette, Home Demonstration Agent-at-Large, Virginia Agricultural
 Extension Service, Ashland, Va.

Workshop Staff

L. B. Dietrick, Director,
 Va. Agricultural Extension Service, Blacksburg 12, Virginia.
 H. E. McSwain, Assistant Director,
 Va. Agricultural Extension Service, Blacksburg 12, Virginia.
 B. L. Hummel, Rural Organization Specialist,
 Va. Agricultural Extension Service, Blacksburg 12, Virginia.
 E. W. Mundie, Ext. Soil Conservationist,
 Va. Agricultural Extension Service, Blacksburg 12, Virginia.
 Miss Helen D. Alverson, Home Management Specialist,
 Va. Agricultural Extension Service, Blacksburg 12, Virginia.
 Miss Lucy Blake, District Agent-At-Large,
 Va. Agricultural Extension Service, Blacksburg 12, Virginia.

Workshop Staff (Continued)

Miss Helen Ricks, District Agent,
Va. Agricultural Extension Service, Blacksburg 12, Virginia.
Miss Blanche D. Harrison, District Agent,
Va. Agricultural Extension Service, Petersburg, Virginia.
Mrs. T. T. Hewlett, Home Dem. Agent-At-Large,
Va. Agricultural Extension Service, Ashland, Virginia.
S. E. Marshall, District Agent,
Va. Agricultural Extension Service, Petersburg, Virginia.
Ross W. Newsome, State Agent,
Va. Agricultural Extension Service, Petersburg, Virginia.

Special Interest Group Speakers

Dr. L. H. Foster, President, Va. State College, Petersburg, Virginia.
John W. Mitchell, Field Agent, U.S.D.A., Extension Service, Hampton, Virginia.
Dr. R. M. Stewart, Federal Security Agency, Washington, D. C.
Miss Hallie L. Hughes, State Girls' Club Agent, Extension Service, Blacksburg 12, Va.
Dr. J. L. Lockett, Director, Div. of Agriculture, Va. State College, Petersburg, Va.
J. E. Sottle, Assoc. Prof. of Animal Husbandry, Va. State College, Petersburg, Va.
M. T. Carter, Manager, Va. State College Exper. Station, Va. State College, Petersburg, Virginia.
R. H. Dunn, Instructor in Agriculture, Va. State College, Petersburg, Virginia.
J. E. Stone, Asst. State Director, Farmers Home Administration, Richmond, Virginia.
Mrs. Ocie J. O'Brien, State Home Supervisor, Farmers Home Administration, Richmond, Va.
Miss Blanche D. Harrison, District Agent, Va. Agricultural Ext. Service,
Va. State College, Petersburg, Va.

Other Visitors

Dr. A. M. Myster, Professor of Agricultural Education, Va. State College,
Petersburg, Va.
Miss Mary Neugent, Head Department of Food and Nutrition, Va. State College,
Petersburg, Va.
Mrs. Margaret Dabney, Instructor in Adult Education, Va. State College,
Petersburg, Va.
G. W. Owens, Retired Supervisor of Agricultural Education, Va. State College,
Petersburg, Va.
Irvin C. Peoples, Instructor in Poultry, Virginia State College,
Petersburg, Va.

THE WORKSHOP -- WHAT IS IT?

The chief feature of a workshop is its flexibility. It (1) serves as a means of promoting changes of practices of people, (2) focuses on problems workers bring in from their own situations, (3) attempts to bring to bear all devices and forces needed to solve the problems, and (4) its concept is democratic. You can work at it as you like.

Objectives

1. To mobilize qualified personnel and information resources and bring them to bear on problems of Extension workers.
2. To develop methods for agents to evaluate the effectiveness of their own work.
3. To provide a means for intensive work and exchanging ideas and experiences among the agents and consultants.

Workshop Procedure

The following is suggested for consideration by the committee in arriving at an approach to its work: Consider points listed below:

1. Define the Problem
2. Identify Important Problems
3. Assemble Facts
4. Set up Objectives
5. Develop an Outline
6. Prepare the Report

The purpose of the workshop group is to analyze thoroughly problems presented and work out suggested solutions.

PROGRAM OF WORKSHOP

Monday, December 8

10:00 to 11:45 a.m.	Registration	Owens Hall
1:30 p.m.	Roll Call and Introduction of New Agents	Mrs. T. T. Hewlette, Home Demonstration Agent-at-Large
	Purpose of Workshop	S. E. Marshall, District Agent
	The President's Message	Dr. L. H. Foster, President, Virginia State College
2:15 p.m.	The Job of Extension Workers in 1948	L. B. Dietrick, Director, Virginia Agricultural Extension Service
3:00 p.m.	The Need for Greater Participation in the Soil Conservation Program	E. W. Mundie, Extension Soil Conservationist
3:45 p.m.	Discussion	
4:15 p.m.	Adjourn	
7:00 p.m.	Meeting of Agent's Association	Woodrow Odom, President, Agent's Association
8:00 p.m.	Address	John W. Mitchell, Field Agent, U.S.D.A., Extension Service

Tuesday, December 9

8:00 a.m.	What is the Agent's Responsibility in Developing County and Community Organizations for Sponsoring the Extension Program? (Adult-and 4-H)	B. L. Hummel, Specialist, Rural Organizations
9 a.m.	Discussion	

Tuesday, December 9

10:00 a.m.	How Can Efficient Office Management and a Standard Filing System be Used to Strengthen the County Extension Program?	Miss Lucy Blake, District Agent-at-Large
11:00 a.m.	Discussion	
12:00 Noon	Lunch	
1:30 to 4:00 p.m.	Meeting of Workshop Groups	

Wednesday, December 10

8:00 a.m.	The Agent's Function in Developing Farm and Home Unit Demonstrations as a Method of Teaching	Miss Helen D. Alverson Specialist, Home Management
9:00 a.m.	Discussion	
10:00 a.m.	The Agent's Responsibility in Maintaining Good Relationship With all People and Organizations in the County	Miss Helen Ricks District Agent
11:00 a.m.	Discussion	
12:00 Noon	Lunch	
1:30 to 4:00 p.m.	Meeting of Workshop Groups	
7:00 p.m.	Motion Pictures	

Thursday, December 11

8:00 a.m.	How May Agents Improve Themselves Professionally While on The Job?	H. E. McSwain, Assistant Director
9:00 a.m.	Discussion	
10:00 a.m.	The Live-At-Home Program	Miss Blanche D. Harrison, District Agent
11:00 a.m.	Discussion	
12:00 Noon	Lunch	
1:30 to 4:00 p.m.	Meeting of Workshop Groups	

Friday, December 12

8:00 a.m.	State Farmer's Conference (1948)	Dr. J. L. Lockett, Director, School of Agriculture, Virginia State College
8:30 a.m.	Introduction of Visitors	
9:00 a.m.	Workshop Reports	
11:00 a.m.	Problems Agents Desire to Bring Up Before Supervising Agents	
12:00 Noon	Lunch	
1:30 p.m.	Meeting of Home Agents	Miss Blanche D. Harrison, Mrs. T. T. Howlett
1:30 p.m.	Meeting of Farm Agents, Corn Hybrids for 1948	M. T. Carter, Mgr., Virginia State College Experiment Station
2:15 p.m.	Livestock Projects for 4-H Club Members	J. E. Settle, Associate Professor, Animal Husbandry, Virginia State College
3:00 p.m.	Joint Session Administrative Work	Ross W. Newsome, State Agent
4:00 p.m.	Adjourn	

WORKSHOP PROBLEMS

Problem I

Subject:

What is the Agent's Responsibility in Developing County and Community Organizations for Sponsoring The Extension Program? (Adult and 4-H)

Questions

1. What kind of County and Community Organizations are necessary for sponsoring an effective Extension Program?
2. How may agents develop the Type of Organizations that will sponsor the Extension Program?
3. How should the Organization Function?
4. Should direct relationship exist between community and county organizations?
5. Would the Honor Club for 4-H Club Members serve as an incentive for the 4-H Club Program?

Problem II

Subject:

How Can Efficient Office Management and A Standard Filing System be used to strengthen the County Extension Program?

Questions

1. What records should be kept in every county extension workers office files?
2. How can we use records and reports to strengthen our county extension program?
3. What are the advantages of having a standard filing system?
4. What is the system recommended for extension workers in Virginia?
5. How much time should an agent devote to office management?
6. What determines the amount of time to be given to office management?

Problem III

Subject:

The Agent's Function in Developing Farm and Home Unit Demonstrations as a Method of Teaching.

Questions

1. What is a Farm and Home Unit Demonstration?
2. How would you proceed to develop a Farm and Home Unit Demonstration?
3. What should be the purpose of conducting Farm and Home Unit Demonstrations?
4. What results should be expected by using Farm and Home Unit Demonstrations as a method of teaching?
5. What part should the family and community play in developing Farm and Home Unit Demonstrations?

Problem IV

Subject:

The Agent's Responsibility in Maintaining Good Relationship With All People and Organizations in the County.

Questions

1. How can local organizations such as churches, fraternal organizations, P.T.A., etc., be used in promoting the extension program?
2. Is it necessary for agents to have the good will of all the people in the County?
3. How much time should an agent devote to other organizations in the county?
4. What is the secret of dealing with people?
5. How far should an agent go in attempting to break up customs in a county?
6. What methods should be used to reach people who do not attend meetings?

Problem V

Subject:

How May Agents Improve Themselves Professionally While on The Job?

Questions

1. When does education begin and end?
2. What are some of the technical magazines and journals that you would recommend for professional improvement?
3. During what time is it most advantageous for an agent to use time for professional improvement while on the job?
4. What are some methods by which one may improve professionally?
5. How may an agent determine the type of professional training needed?

ADDRESSES

The Job of Extension Workers in 1948

L. B. Dietrick

It is a pleasure for me to meet here with you in your Annual Extension Conference. I feel sure that each of you will gain much from this conference which will help you in the year ahead. If this is not the case, the conference will fail in its purpose and a considerable amount of taxpayers' money will have been wasted.

I wish it were possible in my remarks to say something which would inspire you in the year ahead. However, since I am not an inspirational speaker, I shall simply talk to you as one fellow Extension worker to another about some of the things which cause me, as your Director, deep concern.

Probably the greatest boon or satisfaction that can come to an individual is the realization of a job well done. If at the end of the year, we can face up with the realization that our work has been built upon a rock and not upon sand, there is an inward glow of satisfaction that cannot be attained in any other way. Personally, I feel that the Extension Service has again measured up. We have kept faith with the people for whom and with whom we work and have maintained their confidence and respect. That this is so is due to the individual contribution of each and every one of you. As your Director I want to express my appreciation to each of you. I am proud of the Extension Service Staff as a whole and proud of you as members of that staff. Nothing that I may say, therefore, in the rest of this discussion is intended to be unkindly critical, but rather helpful.

Annual Reports. The majority of you have just completed your annual reports. I doubt that many of you actually enjoyed writing that report. However, the first thing I would like to ask that you do on your return home from this conference is to read carefully the annual report which you have written. Annual reports offer an opportunity to the individual to consider and evaluate the year's work and to help in planning for the year ahead. Such a report should be of the most value to the individual making it.

In addition, however, such reports are needed to justify the expenditure of public funds. Except for such reports, the Extension program would not be supported as it is. Congress would never have passed the Bankhead-Flannagan Act from which this State receives \$251,000 a year and may ultimately receive \$377,000 a year, except for the excellent work done by the Extension Service, particularly in 4-H club work. And how did Congress know that this work had been done? They secured their information largely from Director M. L. Wilson and others in the Federal Extension Service, who had to secure their information in turn from the various states. You have, therefore, a selfish interest in presenting a fair, unbiased statement of the work which you have accomplished. The present is a critical time for both Federal and state appropriations. People should be acquainted with the excellent work being done by the Extension Service. I hope that each of you, therefore, will consider this carefully whenever you write a report.

Programs and Plans of Work. The chief value of a report, however, as stated previously, should be to help the individual in writing a program of work which covers several years and a plan of work which covers one year. Excellent programs and plans of work have been prepared in many counties. In other counties, the

accomplishments have not been too good. Every program and plan of work should provide for:

(a) A Group Organized to Advise and Help. The name of this group is not too important, but such an advisory group is essential. The Extension program is too big for any one individual.

(b) The Development of Leaders. Any Extension program is basically concerned with the welfare and well-being of the farm family. Short-sighted indeed is the agent who attempts to do everything himself and does not take into his confidence and planning the people for whom he works.

Each of you should consider the establishment of a sound program and a plan of work, a matter of the first importance for your county.

Staff Conferences. Another matter which I would like to discuss with you is better coordination of the Extension Staff on the county level. Our first duty is to get our own house in order. The county program and the plan of work should deal with all phases of Extension activity, including work with men and women, boys and girls. Frequent conferences of the county Extension Staff are recommended. In too many counties the staff still does not hold these periodic conferences. In a few counties the individual agent knows very little of the activities which other Extension workers are carrying on. Definite progress has been made in arriving at an overall Extension program in many counties but more needs to be done. Such conferences may involve personalities. However, the best way to work together is to get together and discuss problems openly, laying all cards on the table. It is a rare thing that such conferences will not result in a mutual understanding of the difficulties and a combined effort to solve them. Most differences are caused by selfishness and when service is substituted for self, largely disappear. Your district agents can be of considerable aid to you in making these conferences more valuable.

Farm and Home Unit Demonstrations. Another phase of the work to which we must give more attention is the farm and home unit demonstration. Just what do we mean by a farm and home unit demonstration? I would like to quote a statement made by Dr. C. B. Smith, in 1909:

"The expert dairyman cares to give advice only on dairying, the entomologist only on insects and spraying, the agronomist only on field crops, the pathologist only on plant diseases, the shepherd only on sheep. Not many care to attempt to coordinate all the manifold interests of the farm into a single comprehensive farm plan, and yet this is exactly what the farmer must do every day of his life if he would get the most out of his farm and make farming pay.

"The farmer is not simply a corn farmer, or a wheat grower, or a cattle breeder, or a sheep feeder, or a poultry raiser, but often all of these and more combined. His farm, therefore, must be planned with reference to all of these operations and the harmonious dovetailing together of the different parts. In replanning his farm for profit the farmer must see all these different problems in a comprehensive way at the outset, omit the features that do not pay, and strengthen those that do."

The specialist is inclined to see only those matters concerned with his own field. The county agent of necessity tends to look more upon the farm enterprise as a whole. Too often, however, the agent likewise is engaged in recommending single and often uncoordinated farm practices without relation to the whole. The home agent likewise is inclined to single out individual home practices.

If I were to be at all critical of Dr. Smith's statement, it would be to state that the farm and home have not been drawn close enough together into the picture as a whole. It is not enough for the farm agent to see the farm enterprise in its entirety. It is not enough for the home agent to see the home in its entirety. Both must see the farm and home as parts of an over-all picture. In other words, the family is the unit with which we should work.

Many good farm and home unit demonstrations are already established but more are needed. The county Extension Staffs should combine their efforts to establish at least a limited additional number of such demonstrations in 1948.

Matters of Public Policy. The Extension Service has always done a good job on production and home practices. We have also done some good work in many other lines, such as marketing, housing, health, recreation, etc. However, the field of public policy has been scarcely scratched. Most rural people receive little or no information along this line, except what they read in the paper. Perhaps you will say it is not Extension's function to give this information. However, if Extension does not, some other agency or group must, or the rural people will not have the information on public policies.

The fact that we are not well trained along such lines may be an excuse but certainly is not a justifiable reason for our not tackling such a problem. Nobel Clark recently said, "The time has passed when the size of the harvest determines the economic well-being of the farmer." The objective of the Extension Service is to inform rural people on all factors affecting their life. The economic condition of farm people often depends more upon what happens outside their fence lines than upon what happens on their individual farms. You may say that some of these matters of public policy are extremely controversial. That is true. However, Extension's function is not necessarily to take sides on an issue but to present all the facts on both sides of the question. Rural people will then be in a position to weigh the facts and to make their own decisions. It is the duty of Extension workers to think clearly, analyze all information and then give this information to rural people. It is the duty of the State Extension office to help county personnel in this matter. In 1948 a definite attempt will be made along a few lines to furnish the agents with information on matters of broad general public policy. Within the near future you will receive some materials on the Marshall Plan as the first attempt along this line.

4-H Club Work. Another matter to which all Extension workers should give immediate attention is 4-H Club work. From a selfish standpoint, as already indicated, 4-H Club work is the most effective basis for securing additional funds. It gives me considerable concern that the club agents added under the Bankhead-Flannagan funds have not brought about the increase in club enrollment for which we had hoped.

All of us agree on the importance of club work in training boys and girls as better citizens. If 4-H Club work is neglected the Extension Service will lose

out as these boys and girls become adults. There is a tendency on the part of some agents to feel that they cannot do club work or that club work is not the county agent's responsibility. I would like to read a portion of a letter which I have recently received from a farmer in the State:

"We find that our farm boys are not interested in farm work...we trace this back to the fact that they are not getting sufficient training in 4-H Club work during their young life. Our county agent does not have sufficient time to spend the necessary time with 4-H Club boys."

The enrollment of 4-H Club boys in the county from which this letter comes is not by any means the lowest in the State. Nor do I have any indication that this agent does not feel that he is responsible for club work. The fact remains however, that this particular farmer's letter is an indication that he feels that club work is important and worthy of more attention.

We can be justly proud of the club work which has been done in Virginia. However, the task has only been begun. I cannot feel too proud of Virginia's 4-H Club record when I compare our State with the other twelve southern states. In the group of 13 southern states, Virginia ranks 11th in the total number of club members, 11th in the increase in club enrollment since July 1, 1945, when Bankhead-Flannagan funds became available, 13th in the number of club members per county and 13th in the number of club members per county Extension worker.

I am concerned primarily not because of Virginia's rank, but chiefly because we are reaching a substantial part of Virginia boys and girls of 4-H Club age. Only one out of ten rural boys and girls receive the benefit of this program. Only one out of six rural farm boys and girls are being reached by the 4-H Club program. It is the responsibility of every Extension worker to give the 4-H Club program serious consideration in making up his program and his plan of work.

Publicity. More attention likewise needs to be given to publicity. By publicity, I do not mean such publicity as will "blow our own horn," but I am concerned that this effective means is not being used to the full in getting information across to rural people. It is part of our duty to use publicity as a tool for this purpose. I would urge each of you in 1948 to use this tool more effectively.

What I have discussed are a few of the things which I hope each of you will think about seriously in your program for 1948. I want to repeat that none of this has been said in a critical manner. You alone can determine how much will be done in your individual counties during the coming year to improve the services which the Extension Service is rendering to farm people. I covet for each of you the ideal expressed by Henry VanDyke.

"This is my work, my blessing, not my doom,
Of all who live, I am the one by whom
This work can best be done."

This ideal rightly interpreted in service to rural people can attain for you the inward happiness which comes only from rendering efficient, kindly service to others.

The Agent's Function in Developing Farm
and Home Unit Demonstrations as a Method of Teaching

Miss Helen Alverson

1. Aim of every farm family is to attain and maintain a satisfactory living.
2. The fundamental needs of farm family living are a home, food, clothing, health, pleasant personal relationships, recreation, a reasonable amount of success in the work that the family undertakes, educational opportunities, personal care and security.
3. To help farm families reach these goals they should develop a plan which will be a pattern to follow in carrying out farm and home operations.
4. The plan helps to systematize the using of the income with the least possible sacrifice and worry and for the greatest benefits for the family.
5. A plan need not be complicated. A practical home plan provides for the needs of the family. The success of the plan depends on the degree to which the entire family participates in making as well as carrying out the plan.
6. The first demands on the family income are for family living with particular emphasis on health and education. Before any planning is done it is well for the family to decide what their goal is, and then plan to reach a part of this goal each year.

The Need for Greater Participation in the Soil
Conservation Program

E. W. Mundie

Today I should like to talk with you about the soil and water conservation job in Virginia. I more particularly want to talk to you about the conservation job to be done on the 23 thousand farms owned by Negro landowners which constitutes more than 1 million acres of the soils of Virginia. I shall give emphasis to the facilities for getting the conservation job done rather than the evils of erosion. The effects of soil destruction and water wastage is a long and a sad story. We know what has happened to nations which have neglected their soils, notably Africa and China. We have either seen or read of the effects of the one crop system on the South. But do we fully realize the effects of soil losses and water wastage on Virginia Agriculture and Virginia people.

If there is an effect there are causes. Here are some of the causes of soil destruction and water wastage in Virginia. You might determine as I list these which of these problems are more serious in your community. You may not have all of the problems listed but I am sure that you do have some of them regardless of which area of Virginia you hail from.

1. Improper land use.
2. Up and down hill cultivation.
3. Failure to employ soil conserving rotations.
4. Failure to use cover crops in non-growing seasons.
5. Failure to apply lime, manures and fertilizers properly.
6. Failure to apply contour strip cropping, terraces and other special conservation practices where needed.
7. Failure to apply effective disposal areas for run-off water, meadow strips, channels and seeded depressions, etc.
8. Failure to make early repair to galls and gullies.
9. Failure to provide adequate drainage on bottom lands.
10. Lack of reforestation where needed and woodland management.
11. Failure to protect fields, woods and crops from fire.

There is much that has been done, there is yet much needed to be done to solve these land use problems. Let's look first at the past--

1. Good farmers have employed several conservation practices for years.
2. Our own Agricultural Extension Service for more than 30 years has given much encouragement to the use of many good conservation practices.
3. Vocational Agriculture, for many years, has given much assistance to remedying these problems of the land.
4. In 1933 after surveys of the nation's soils by the Federal Government has revealed an alarming picture of soil losses, a Federal Agency was created (Soil Erosion Service, later re-named Soil Conservation Service) to study the problem of erosion and demonstrate its control.

- a. This agency functioned in well defined watersheds and was armed with all of the tools thought necessary to do the job.

- b. The first watershed selected in Virginia was the Banister River in Pittsylvania County.
 - c. Later additional projects were added in the state and these were supplemented by 12 CCC Camps loaned by the War Department to engage in soil conservation work.
5. The AAA, another Federal Agency, was empowered to provide payments and to furnish certain grant of aid materials to farmers for carrying out soil and water conservation practices.

Soil Conservation Districts (An organization of landowners) came in 1937, not as a result of one man crying from the roof tops the need of soil and water conservation—They came as a result of the work of all forces listed heretofore.

1. Soil Conservation Districts are established under a State Law.
 - a. Each of the 48 States has a Soil Conservation District Law.
 - b. Virginia Soil Conservation Districts Law, Senate Bill #38, was passed in the 1938 session of Virginia Legislature.
 - c. Virginia has 22 Soil Conservation Districts embracing 86 counties.
2. Soil Conservation Districts Act does not compel the State to be divided into Soil Conservation Districts but it does make this possible if desired by landowners.

How Districts are Organized:

- a. Petition by landowners to the State Soil Conservation Committee (created in the law).
- b. Public hearing (all interested persons can hear and be heard on the subject of district formation).
- c. Vote of landowners (to determine sentiment of landowners for or against creation of a district).
- d. Two soil conservation district supervisors appointed by State Soil Conservation Committee (local people, one a county agent).
- e. Two appointed supervisors request a charter from Secretary of Commonwealth for a district.
- f. Three supervisors elected by qualified voters.

How Districts are operated:

- a. Each Soil Conservation District has a board of supervisors (5 local people) to administer its affairs.
 - (1) It is emphasized that this is not just a farmer committee but an official governing body selected as provided for under a state law.
- b. Supervisors serve without remuneration for their time (receive actual expenses for transacting official business of the district).
- c. Normally no funds are in the district treasury.

Soil Conservation Districts are not an agency of the state as they are so often mistakenly referred to. Soil Conservation Districts are a medium or an organization created under state law through which all agencies, organizations and individuals can work for the conservation of soil and soil resources.

Soil Conservation Districts have as their objective the conservation of soil and water and the promotion of wise land use.

Soil Conservation District supervisors, empowered with authority and responsibility under the Soil Conservation Districts Act to administer a soil and water conservation program (without funds), have to necessarily appeal to State and Federal Agencies and to local organizations and individuals for assistance. The strength of Soil Conservation Districts is dependent on the amount of assistance received from each of the agencies and organizations and how well the activities of each of them are coordinated.

The Soil Conservation District is unique in structure to this degree. There is a job under the district's program that each of the agencies or organizations are better qualified to do than others. For example, there is research needed in soil and water conservation for which the agricultural Experiment Station must be relied upon. There is technical service which the Soil Conservation Service should provide. There is an enormous educational need which should be under the leadership of the Agricultural Extension Service and there is the role of Vocational Agriculture with its influence on youth coupled with evening classes for adults and veterans. These are only a few of the avenues of assistance and interest in soil and water conservation problems.

This point is of primary importance. No agency of the Federal and State Governments is capable of furnishing all of the needed assistance to soil and water conservation program but various agencies have important functions to perform and invaluable services to render a conservation program which, when properly integrated, makes the landowners organization - the Soil Conservation Districts much more effective. Now let's talk about what we as Extension workers can do to help get this job done - and there is much.

To conserve the soils of Virginia or the Soils of any state or nation, the job divides itself rather logically into two parts. First, a desire on the part of the landowner to conserve the soils on his farm must be had. Whose job is it to help create this desire? This is an educational function by any means we attempt to evaluate it. We as Extension workers have the responsibility for the leadership in the educational phases of a farm and home program. Secondly, the farmer must be given the technical assistance he needs in planning and applying conservation to the land. But let's forget that for the purpose of this discussion and devote our attention to getting our people in a mood and with a desire to conserve Virginia soils.

What can you do as individuals about this soil saving job?

I. Inform yourself.

- A. Find out what counties are included in your Soil Conservation District.
- B. Find out who your soil conservation district supervisors are.
- C. Visit the soil conservation district supervisor or supervisors of your county and talk over the conservation job with them.

- D. Get copies of the districts work plan and program and study them.
- E. Get copies of other district publications and literature on soil conservation and carefully read them.

II. Survey the job.

- A. Number of Negro farms in county.
- B. Size and location of farms.
- C. How many farms have been served by the district.
- D. Chief source of income (crops, livestock or non-farm income).
- E. Any other pertinent information you may have on file or be able to obtain.

III. Develop Plans for getting the job done.

- A. Ask district supervisors, white county agents and the SCS soil conservationist to meet you to go over the job.
- B. Give this group the facts about your landowners that is shown under II (Survey of the Job).
- C. Express your willingness and determination to do something about the job.
- D. Solicit the cooperation and assistance of the group.
- E. Make definite plans for getting the job done.

My services as your Extension Soil Conservationist are available. I shall be glad to assist you.

How Can Efficient Office Management and A Standard Filing System be Used to Strengthen the County Extension Program?

Miss Lucy Blake

Quoting from Dr. Smith's and Mr. Wilson's book on the Extension System of the United States: "The office of the home demonstration agent should be both a business and professional office. It is there the agent should plan her work and devise means for carrying it out. It should be a place where people could go for information and advice, and where information could be given over the telephone, by correspondence, for the press. Records should be systematically kept for making reports of work accomplished."

I. Equipment.

- Desk for agent.
- Typewriter and table.
- Files for correspondence, records, subject matter.
- Files for bulletins.

II. Arrangement of Office Equipment.

- Consider lighting, convenience to files, convenience to guest.
- Additional lights if needed.
- Guest seated near reading material.
- County map mounted on plyboard, framed with picture molding, coated with clear shellac and hung correctly.
- Prepare small bulletin board for notices, clippings, latest dates of events, etc.
- Satisfactory plan to hang coats.
- Chair for guest arranged convenient to reading material and to agent.

III. Organization of Desk.

1. Have telephone accessible.
2. Baskets - convenient, within reach.
 - a. Basket nearest with immediate correspondence.
 - b. Second class mail.
 - c. Dictionary on desk accessible to agent.
3. Middle drawer section for usable desk supplies.
4. Right top drawer -
Home demonstration club year books and handbook in front half of drawer.
Stationery for immediate correspondence in back half of drawer.
5. Right hand lower drawer -
Current file alphabetically arranged in H. D. and 4-H sections.
6. Left hand top drawer -
Mucilage, ink, scotch tape, gummed labels, thumb tacks, etc., in front part of drawer, scratch paper in back of drawer.

7. Left hand second drawer -
4-H Organization and project manuals.
4-H record sheets and contest leaflets.
8. Left hand bottom drawer -
Current H. D. mimeographed leaflets, circulars and bulletins
(change monthly).

- IV. Storage of reserve supplies and demonstration materials -
Storage cabinet with adjustable shelves if possible.
Heavier equipment such as steam pressure cooker, portable stove, etc.,
are stored on bottom shelf.
Demonstration material such as upholstery material, chair caning
material, etc., on bottom shelf.
Second shelf from bottom supply of bulletins for state and federal
offices and commercial material in quantity.
On third shelf from bottom - posters, illustrative material, etc.
On fourth or top shelf - office supplies for correspondence and
mimeographing.
Section shelves as needed and label each to indicate contents.
Key of contents of cabinet placed on inside of door.

Bulletin display rack - Project labeled at top in readable letters.
Each pigeon hole labeled as to contents under
project.

Table or book shelves - Arranged with current magazines and agents'
reference books.

V. Office Arrangement.

1. Are the desk and other equipment arranged to avoid unnecessary steps?
2. Could the files and other receptacles be labeled and indexed to
make the work easier and to prevent errors?
3. Is available space used to best advantage?

Before rearranging anything, consider the following principles of good
office arrangement or layout:

1. Employees should not face the light. Have back to light if possible.
2. Desks should be as close to natural light as possible. Use a desk
lamp with a daylight bulb if possible for close work. Poor light
strains the eyes and makes a person tired sooner.
3. Desks should usually face the same direction.
4. Agents should be located where persons calling on them can talk with-
out being overheard or disturbing others in the office. There
should be a free aisle from the waiting chairs to the agents' desks.
5. Files or other equipment, if possible, should be placed nearest
the person using or working with them.
6. The bulletin stand should be located where visitors can easily see
what pamphlets or materials are available and have an opportunity to
read some of them while waiting to see any of the agents.

VI. Management.

1. The county agent is the office hostess.

- (a) Meets public in a pleasing manner and an attitude of helpfulness, makes callers feel welcome.
- (b) Keeps daily office record sheet. This sheet can be used by the agents in follow up and getting the information wanted.
- (c) Learn callers by name. Keeps a county map nearby and locates the caller in the proper farm area.
- (d) Keep office calls brief and businesslike.

2. Weekly Staff Meeting.

- (a) County Extension personnel should meet once a week to plan the work. Plans should be flexible.

3. Desk Calendar.

The desk calendar is a "memory jogger." Notes are made of things to be done. Take a few minutes at the beginning of each day to plan the work you want to accomplish, and jot it down on the calendar.

4. Keep a schedule of advance dates.

- (a) Keep mailing lists up to date.
- (b) Keep a record of tentative dates, county and state.

5. Bulletin Board.

Advanced information may be posted on the bulletin board. A supply of bulletins should be on hand to back those on the bulletin board.

VII. Filing.

1. Mail.

- (a) First class mail is put in one basket, other mail in another basket.
First class mail should receive the agent's immediate attention.
- (b) All mailing lists should be kept up-to-date.

2. Filing.

- (a) Some files may be alphabetical systems, some numerical and others be subject matter alphabetically arranged.
- (b) Filing is made up of (1) incoming and outgoing mail and telegrams covering various phases of the activities of the organization; (2) information concerning certain subjects or projects connected with our work as articles, references, copies of circular letters, news clippings, price lists or memoranda; (3) circulars, bulletins and other material. We may find we will have to set up three kinds of files--an alphabetical correspondence file, a project file and a bulletin file.

Outline for Home Agent's Files
(4-drawer file)

1st Drawer

Correspondence

Clubs - folder for each home demonstration club in county.
folder for each 4-H club in county.
folder for each service club or older youth.

Commercial.
Contests.
District Agent.
Exhibits.
Honor.
Organization:

County home demonstration council -
County 4-H council
County Home Demonstration Federation
County 4-H Federation
District Home Demonstration
District 4-H
Leaders - H. D.
Leaders - 4-H
Service Club or older youth clubs
Other organizations
State Office:
Specialists
State Agent
Tours

2nd Drawer

Project Programs

4-H and Home Demonstration

Beautification - A folder for each year's work.
Clothing - A folder for each year's work.
Food Conservation - A folder for each year's work.
Foods and Nutrition - A folder for each year's work.
Home Management - A folder for each year's work.
House Furnishings - A folder for each year's work.

3rd Drawer

Subject Matter

Arts and Craft
Beautification:
 Community
 Home Grounds
 Flower Shows
 Plans
Bibliography
Clothing
Contests
Dairy
Exhibits
Food Conservation
Foods and Nutrition
Gardens:
 Home Gardens
 Flower Gardens
Health and Sanitation:
 First Aid
 Health Contest
 Household Pests
Recreation:
 Camps
 Games
 Plays
 Programs
 Songs
 Stunts
 Tours

Home Management
House Furnishings
Illustrative Material
Marketing
Parent Education
Plan of Work
Poultry
Programs:
 Achievement Day
 County Council
 Federation
 4-H Club Meeting
 Home Demonstration Club
 Meeting
 Special
Publicity:
 Articles
 News Clippings
 Pictures
 Radio
Reports:
 Annual
 District
 Minutes of Meetings
 Monthly
 Time and Travel
 Recommendations

4th Drawer

Reports

Annual Narrative
Annual Statistical (file by years)

Corn Hybrids for 1948

Millard T. Carter

Corn hybrids have been mainly responsible for a 100% increase in average corn yield of Virginia. And for individual farmers, many of whom are under the Extension program, a 100 bushel per acre yield is not unusual. The district agents and I saw several such fields last summer. This trend of higher corn yields will continue, for seed sources are becoming more plentiful.

However, hybrids and even the right varieties are not solely responsible for high rates of production. Hybrids like other plants need adequate plant food. We are now seeding corn thicker and harvesting three to four times as much as we formerly harvested. This means, and I feel safe in saying, that plant food requirements will move up correspondingly; that is, we will need to apply three to four times the amount of plant food elements formerly applied. Certainly if we are to maintain high production and practice judicious soil conservation.

For most of the soils here in southside Virginia, an annual per acre application of 500 to 800 lbs. of 3-12-6 or 4-12-4 plus a side dress of 250 to 400 lbs. of nitrate of soda will be required to produce 75 to 100 bushels of corn per acre. This treatment will not preclude a good winter cover crop and a well-planned rotation, two practices that should have been permanently established by now.

With the high yields, resulting from thick seeding and high rates of fertilization and the importation of seed from other areas, other problems are likely to develop. Within the last two years some corn diseases have been noted. One seemingly very prevalent of these diseases is stalk rot. To date there is not much data on the disease, but be on the alert for it or any other corn disease in your area for if it gets in your county your job will be enlarged by one. Perhaps techniques for combat of stalk rot other than the selection of resistant varieties will soon be found. However, until then try to advise farmers to follow very rigidly the Experiment Station recommendations.

The experiment station recommends varieties for 1948 as follows:

1. Coastal plain area

Yellow hybrids - Indiana 750; N. C. 1032, U. S. 99, U. S. 262, U. S. 357.
White hybrids - funk-G-515W, Pioneer 510 and Ky 72B.

2. Piedmont area

Yellow hybrids - Ill. 200, U.S. 262, U.S. 357, funk-G-80, N. C. 1032.
White hybrids - Ind. 750, funk-G-515W, Pioneer 510, Ky 203.

3. Western area

Yellow hybrids - Ill. 200, Ill. 448, U.S. 13, F-G-94, F-G-135.
White hybrids - Ind. 750, Ind. 901B, Funk 515W, Pioneer 510.

Livestock Projects For 4-H Club Members

J. E. Settle

Because of the varied farming conditions under which rural children live and work, it is imperative that a wide selection of projects be made available for them. It is not only necessary that a wide variety of projects be made available to them because of varied farm conditions, but also a need for projects to encourage cooperative efforts and group activities. The following projects have been selected with the above needs in mind:

SUGGESTIONS FOR ANIMAL INDUSTRY PROJECTS AND DEMONSTRATIONS FOR JUNIOR AGRICULTURALISTS

I. Dairying Projects

1. Calf
2. Bred Heifer
3. Cow and Calf
4. Herd
5. Calf Feeding
6. Herd Improvement
7. Bull
8. Products Testing
9. Products
10. Cattle Fitting and Showing
11. Equipment

II. Swine Production Projects

1. Feeder Pig
2. Pure Bred Pig
3. Bred Gilt
4. Sow and Litter
5. Breeding Herd
6. Sow Testing
7. Fitting and Showing
8. Equipment

III. Beef Production Projects

1. Feeder Calf
2. Calf
3. Heifer
4. Cow and Calf
5. Herd
6. Bull
7. Cattle Improvement
8. Equipment
9. Cattle Fitting and Showing

IV. Sheep and Goat Production Projects

1. Lamb Feeding
2. Ewe and Lamb
3. Farm Flock
4. Sheep Shearing
5. Sheep Improvement
6. Dairy Goat
7. Brush Goat
8. Fitting and Showing
9. Equipment

V. Poultry Projects

1. Broiler
2. Pullet
3. Egg Production
4. Breeding Flock
5. Retail Egg and Poultry
6. Turkey Raising
7. Turkey Breeding
8. Duck and Geese
9. Game Bird
10. Pet Stock
11. Squab Production
12. Fitting and Showing
13. Equipment

VI. Miscellaneous Projects and Demonstrations.

Cooperatives

1. Marketing Commercial Animals
2. Marketing Breeding Stock
3. Marketing Dairy & Livestock Products
4. Cooperative Breeding
5. Cooperative Feed and Supply
6. Cooperative Purchasing
7. Cooperative Insurance
8. Cooperative Publication

VI. Miscellaneous Projects and Demonstrations (continued)

Shows and Fitting Shows

1. Junior Livestock
2. Fitting and Showing Contests and Demonstrations
3. Livestock "Type" Demonstrations

Field Trips

1. Livestock Farms
2. Livestock Shows
3. Livestock Sales

REPORTS OF WORKSHOP GROUPS

Workshop I

Problem States: What is the agent's responsibility in developing County and community organizations for sponsoring the Extension program?

The Agent's responsibility is to make direct contacts with the people. Organization is one of the machines through which contacts are made both for getting and disseminating information to and from farm people.

- I. An effective Extension program meets the needs of the people and guides people toward better living.
- II. The people to be reached may be divided into three groups:
 - A. The 4-H clubs or junior groups.
 - B. The young adult group.
 - C. The adult group.
- III. Agents may develop the type of organizations that will sponsor the Extension program by:
 - A. Winning the confidence of the people.
 - B. Stimulating interest.
 - C. Motivating for active participation.
- IV. The organization should function by:
 - A. Planning and carrying out the program.
 - B. Serving as a center for getting information.
 - C. The center for measuring results.
 - D. Getting and disseminating the information.
- V. There should be direct relationships between county and community organizations.
- VI. The young people of the community should be stimulated, motivated, and integrated into existing adult organizations. If they express the desire they may be formed into an organization.
- VII. Preliminary Steps to Organization:
 - A. The people.
 1. Juniors.
 2. Young adults.
 3. Adults.
 - B. The agent.
 1. Must have confidence in himself.
 2. Must have confidence in the people.
 3. The people must have confidence in the agent.
 4. He must motivate and stimulate the confidence and interest into an effective organization.

C. Steps in Organizing.

1. To get the people together according to age and common interests for a given area.
2. To find out the needs of the group.
3. Set up goals and objectives to meet the needs.
4. Elect leaders to assist in carrying out the objectives.
5. To inject new ideas into the organization.
6. To interest people in organization.
7. To train leaders to give information.

VIII. Agent's Responsibility in Junior Organizations.

- A. To make a survey of all boys and girls of club age in and out of school in the community.
- B. To seek assistance and advice of supervising agents in helping to develop organization.
- C. To assist in the selection of the local leaders in guiding the right type of county program.
- D. To see that leaders are organized into a county organization when possible to gain inspiration and information.
- E. To develop a wholesome recreational program.
- F. To broaden and unify the activities of the respective clubs, through a county council.

*NOTE: (These findings would apply generally to all county and community organizations.)

- IX. RECOMMENDATION: We, your committee on agent's responsibility recommend that the supervisory agents coordinate the types of organization needed to do the job.

X. Workshop Group.

Chairman: Woodrow Odom

Secretary: Miss Ora Jennings

Asst. Secretary: Miss Margaret Murrell

J. L. Dickson
Mrs. Sadie Roane
Miss Juanita Peel
J. M. Johnson

M. F. Hill
Miss Cleopatra Williamson
Mr. B. O. Moody
Mr. A. P. Walton

Consultants: S. E. Marshall
B. L. Hummel

XI. Bibliography of Basic References.

Books:

Principles of Organization by J. D. Mooney, Harper Brothers, New York 1937
Rural Community Organizations by Dwight Sanders & Robert Polson, John Wiley & Sons, New York, 1939.
Rural Sociology and Rural Organization by Dwight Saunders, John Wiley, New York, 1942.

XI. Bibliography of Basic References. (continued).

Extension Circulars and Bulletins:

- Mo. Rural Program Building in Boone County, Mo., Thesis - 1939.
Virginia State Advisory Board-By-Laws, Constitution and Rules Governing
State Community Improvement Work.
USDA Memo. Essential Elements of County Extension Organization.
USDA Memo. Fundamental Principles Which Govern Effective Organization
of Extension Work.
USDA Memo. The Ten Commandments of Good Organization.
VPI Circ. 7562-4-H-Club Organization and Duties of Officers.
USDA Misc. No. 320 - Organization of 4-H Club Work (A Guide for Local
Leaders).

Workshop II

Problem Stated: How Can Efficient Management and A Standard Filing System be Used
to Strengthen the County Extension Program.

I. Definition of Purpose:

- A. To prescribe a system of management whereby an agent may plan, coordinate and devise means of carrying out his work.
- B. To recommend a systematic arrangement of letters, papers and documents for orderly maintenance and convenience.
- C. To acknowledge some of the problems confronting agents in acquiring the aforesaid standard and suggest means of solution.
- D. To show how such an assumed standard will lend its influence to promote a better Extension program.

II. Problems:

- A. Insufficient office space for storage.
- B. Keeping a regular office schedule.
- C. Inadequate Filing System.
 1. Filing cabinet.
 2. Desk
- D. Insufficient office equipment.
- E. Insufficient time used for effective planning.
- F. Lack of clerical assistance.
- G. Improper office arrangement.
- H. Lack of periodic renovation (painting, heating, lighting, etc.).

III. Objective:

- A. Our objective is to give a workable plan for setting up an efficient office as given in the following recommended solutions.
 1. Problems:
 - a. Insufficient office space for storage.

(1) Recommended Solution.

- (a) Contact supervising agents and/or clerk of county for assistance.
- (b) Contact manual shop teacher for assistance in building cabinets, racks, etc.
- (c) Ask that materials be supplied by Extension organizations or board of supervisors.

b. Keeping regular office schedule.

(1) Recommended solution.

- (a) Publish office hours in local papers and post them on the office door. Stick to schedule.
- (b) Plan office hours convenient for the public.

c. Inadequate Filing System (Filing Cabinet).

(1) Recommended solution.

(a) Top drawer

- (n) Use folders alphabetically arranged for current letters from supervising agents, state officials, specialists and others.
- (o) Clip carbon copies of replies to letters.
- (p) Supply separate folders for carbon copies of all letters sent out.
- (q) Supply folder for a copy of all circular letters.
- (r) Supply folder for talk materials.
- (s) Supply folder for current monthly reports.

(b) Second and third drawers.

- (n) Folders for county adult organizations alphabetically arranged.
Example - County Advisory Board.
Community Clubs.
H. D. Clubs.
- (o) Folders for county junior organizations, alphabetically arranged.
Example - 4-H Council.
4-H Clubs.
- (p) Folders for state organizations.
Example - State Advisory Board.
Community Live-at-Home Score Sheet.
Constitution and By-Laws.
State 4-H Short Course.

- (q) Folders for project activities alphabetically arranged.

Example - Demonstrations.

County Farmers Conference.

Achievement Day, Tours, etc.

- (r) Folders for Subject Matter alphabetically arranged.

Example - Agricultural Engineering.

Arts and Crafts.

Food Preparation.

- (c) Fourth Drawer.

- (n) Permanent records alphabetically arranged.

- (o) Previous year's correspondence (as arranged in the top drawer).

c. Desk Top.

- (1) Recommended solution.

- (a) Two wire baskets -- one for first class mail (current mail to be answered) and one for second class mail (correspondence to be filed).
- (b) Good Dictionary.
- (c) Desk Calendar.
- (d) Middle top drawer - Usable supplies such as paper clips, tacks, pencils and pads, erasers, etc.
- (e) Top Drawer-Right - Stationary and carbon paper.
- (f) Bottom Drawer -Right - Current list of organization (Adult and 4-H), Plan of Work, and list of most used materials alphabetically arranged.
- (g) Top Drawer -Left - Ink, mucilage, etc., monthly reports and expense account forms.
- (h) Middle Drawer -Left - 4-H Record books, manuals and supplies.
- (i) Bottom Drawer-Left - Current leaflets and bulletins to be used for ready reference.

d. Insufficient office equipment.

- (1) Recommended solution.

- (a) Contact supervising agent and Board of Supervisors for File, table, chairs, typewriters, cabinets, mimeograph machine, heating system, baskets, magazine racks, stapling machine, trash basket, etc.

e. Insufficient time used for effective planning.

- (1) Recommended solution.

- (a) Allot sufficient time to set down and list duties.
Classification: Field, Office, Cooperation with other agencies.

- (b) List things in order, giving priority to the most important such as schedule of days and schedule of hours of days.
- (c) Jot down thoughts or ideas as they come to you.
- (d) Plan to get as many things done as possible-- head of need, arranging equipment, preparing circular letters, cutting stencils, addressing envelopes.
- (e) Ordering supplies.

f. Lack of Clerical Assistance.

(1) Recommended solution.

- (a) Contact supervising agents for clerical assistance.
- (b) Contact county agent for clerical assistance.

g. Improper office arrangement.

(1) Recommended solution.

- (a) Plan floor space.
- (b) Plan files convenient for use from the desk.
- (c) Plan stoves for proper heating.
- (d) Trash baskets for convenient use.
- (e) Put cleaning and demonstration equipment and mimeographing machine in non-conspicuous place.
- (f) Place typewriter on typewriter desk if available or convenient to desk.

h. Lack of Periodic Renovation.

(1) Recommended solution.

- (a) Apply paint, oil or varnishes as needed.
- (b) Wash windows frequently.
- (c) Drape windows and shelves - shades, curtains, etc.
- (d) Scrub, sweep and dust office equipment as needed.

IV. Summary:

This committee on "How can efficient office management and a standard filing system be used to strengthen the county Extension program" has found certain evidential problems. We have studied and made recommendations and solutions to the problems as stated herein. We believe these solutions applicable or adjustable to the many problems. As a test of its suitability, we are asking Mecklenburg County Extension Office to be used as the Demonstration Office. If this demonstration merits consideration we recommend it as a standard statewide project.

V. Workshop Group.

Chairman: W. M. Pierce

Secretary: Mrs. Elnora S. Perry

Milton C. Harding
Miss L. B. Pruitt
Freedom Goode
J. F. Wilson

L. N. Wynn
Mrs. Dolores G. Morse
Miss Hattie S. Powell
Miss Aranna Brown

Consultants: Miss Lucy Blake
Miss Blanche D. Harrison

VI. Bibliography of Basic References:

Handbook for Virginia Agricultural Extension Workers.
USDA Circ. County Extension Secretaries, A Handbook.
USDA Circ. 107-Field and Office Records for Extension Workers.

Workshop III

Statement of Problem: The Agent's Function in Developing Farm and Home Unit Demonstration as a Method of Teaching.

In attacking our problem we kept in mind that we are emphasizing a method of teaching which is basic to the Extension program, that we are using the family as a teaching device for the community, and that we are expecting a higher standard of living for the family, community, and county.

Definitions: Farm and Home Unit Demonstration: It is a practical example of a progressive farm and home program formed through the cooperation of a farm family and the Extension workers.

Agent's Function:

1. To study the farm and home situation.
2. Direct the selection of demonstration.
3. Help develop the farm and home program.
4. Supervise the recommended practices.
5. Publicize the results.

I. Procedure to be followed:

- A. Farm and home agents have a conference with the farm family.
- B. Agents study the aims and purposes of the farm and home unit demonstration.
 1. Study available materials on the subject.
 2. Study agent's responsibility in executing the farm and home unit demonstration.

II. Points to Consider in Selection of Demonstrator:

- A. Select an ambitious family.
- B. Select a cooperative family.
- C. Select a representative family of the community.
- D. Select average family (income, size, ages, education, ability).
- E. The demonstrator should be selected by the agents and community leaders.

- III. In planning the long-time farm and home program list the needs of the family based on findings and list the family's goals.
- IV. From the long-time program set up annual plans for the family. Consider the family.
- A. Food needs.
 - B. Feed needs.
 - C. Livestock.
 - D. Soil Conservation.
 - E. Farm and Home Buildings.
 - F. Clothing.
 - G. Health.
 - H. Education and Recreation.
 - I. Machinery and Equipment.
- V. Methods of teaching to be used when the farm and home unit demonstration has been established.
- A. Farm and home visits.
 - B. Method demonstrations.
 - C. Meetings of farmers and homemakers.
 - D. Letters.
 - E. Visual Aids (slides, pictures of before and after improvements.).
 - F. Radio.
 - G. Tours.
- VI. Results expected.
- A. For the family.
 - 1. Developed family leadership.
 - 2. Increased family income.
 - 3. Improved skills.
 - 4. Improved standard of living.
 - B. For the community.
 - 1. Example to community of how systematic planning can increase family efficiency.
 - 2. Example of good methods worked out cooperatively.
 - 3. A more advanced community and good relationships.
- VII. Workshop Group.
- Chairman: J. G. Lancaster
- Secretary: Miss Izetta Edler
- | | |
|-----------------------|------------------------|
| G. D. Williams | Miss Florence McGuffin |
| Miss Sara M. Harrison | S. J. Jones |
| Miss N. E. Jennings | T. W. Allen |
| C. G. Greer | M. J. Edwards |
- Consultants: Miss Helen D. Alverson
Mrs. Thelma T. Howlett

VIII. Bibliography of Basic References.

- Better Crops With Plant Food Bulletin, August-September Edition, 1947.
Democracy on the March by David E. Lilienthal, Pocket Books, New York 194
Mo. Circ. 537 - Balance Farming in Mo.
USDA Circ. 3656 - Conservation Planning for the Farm and Farmer.
VPI Circ. 25,603 - Instruction and Procedure in Conducting Farm and Home
Unit Demonstrations.
VPI Circ. E-323 - Farm Home Account Book.

Workshop IV

Problem stated: The Agent's Responsibility in Maintaining Good Relationships With
All People and Organizations in the County.

We the members of Group IV have discussed, digested and agreed on some recommendations with relations to the problems assigned. In compiling these recommendations, the group has considered problems confronting the people in the respective counties. With Mr. Newsome and Miss Ricks as our consultants, and numerous references, we offer you our recommendations with the sincere hope that it will serve as a source in promoting a more efficient Extension program.

I. Recommendations:

- A. That Extension organizations be used for moral support and financial assistance for certain projects toward your respective programs, both adult and 4-H.
- B. Through Extension organization agents, can instill a cooperative spirit so that all activities are aimed toward a common goal and higher living.
- C. Extension organizations should be used to assist with the introduction of improved methods and customs.
- D. All organizations and people should be used as a means of improving the efficiency of the Extension program and in developing the solidarity of the community and the county.

II. How to obtain the good will of the people.

- A. Respect every individual.
- B. Adjust yourself to the other fellow.
- C. Have a high moral character.
- D. Have sympathetic understanding and cooperation with the people you come in contact with.
- E. Recognize contributions and accomplishments.
- F. Know your job and have faith in it.
- G. Result and method demonstrations.

III. Amount of time to devote to other Organizations in the county.

- A. The amount of time should be effectively balanced with relation to the benefits and contributions made to Extension work and to better living.

IV. Secret of dealing with people.

- A. Have a sincere respect for the other fellow's custom by adopting one of them.
- B. Win the other fellow's liking and cooperation, remember that his personal interests are different from your own.
- C. Don't be too eager to establish changes, stimulate the desire to want to change. Find means to satisfy these wants, get action on the problems and give recognition to the person.

V. Extent to which agent should go in changing the customs in a county.

- A. Build a definite well-rounded program.
- B. To secure and train efficient leaders.
- C. Win confidence of the people.
- D. Use Specialist's opinions when necessary.
- E. Include the activity of the people in promoting the Extension program.
- F. Establish good demonstrations.
- G. Go slowly, build surely, and pause at the first sign of rejection.

VI. Methods used to reach people who do not attend meetings.

- A. Well-planned program.
- B. Participation of leaders in Extension Program.
- C. Make the people a part of the program.
- D. Personal Contact.
- E. News releases.
- F. Circular letters.
- G. Radio.
- H. Demonstration.
- I. Social features.
- J. Tours.

VII. Workshop Group.

Chairman: H. L. Maclin

Secretary: Miss Grace Jennings

G. L. James	W. H. George
Miss Clarice Pretlow	Mrs. Etta L. Smith
Miss Rachel Carter	R. F. Jones
S. G. Mansfield	B. F. Harrison

Consultants: Miss Helen Ricks
Ross W. Newsome

VIII. Bibliography of Basic References.

How to Win Friends and Influence People by Dale Carnegie, Pocket Book.
New York.
Influencing Human Behavior by H. A. Overstreet, W. W. Norton Company,
New York.

VIII. Bibliography of Basic References (continued).

Public Relations in War and Peace by R. F. Harlow, Harper Brothers,
New York.

Strategy in Handling People by Webb and Morgan.

Getting Along With People by Milton Wright.

The Psychology of Dealing with People by Windel White.

Toward Community Understanding by G. W. Blackwell.

Diagnosing Rural Community Organizations by Ensinivger.

Community Conflict - The Inquiry, Copyright, E. C. Carter.

The Demonstration Work by O. B. Martin.

Workshop V

Problem Stated: How May Agents Improve Themselves Professionally While on the job.

Definition: The group interpreted on the job as being the time the agent is actually employed by the Extension Service which would include time taken for annual leave, leave of absence, and work in other counties with other agents.

I. We feel we should improve ourselves professionally in order to:

- A. Do a better job of teaching.
- B. Enlarge the scope of the Extension program.
- C. Stimulate the interest of the agent to reach more people through the 4-H and adult programs.
- D. Secure a higher degree and thereby prepare ourselves for advancement.
- E. Practical courses in technical agriculture and home economics to allow agents to cope with many problems confronting them.
- F. Gain a broader vision of development in the field of agriculture and home economics education through association with workers and leaders from many parts of the country.

II. We recommend that agents improve professionally:

- A. By reading.
- B. By participating in special demonstrations.
- C. By contacts with other agents.
- D. By analyzing one's self -- personal analysis.
- E. Through the use of specialists.
- F. By personal advisors.
- G. Through meetings and conferences.
- H. Through radios, Audio-visual aids and the newspaper.
- I. Through tours and field trips.
- J. Going away to study -- (Workshops, summer school, extension classes.)

III. Recommendations for Program of In-Service Training:

- A. We recommend that the Extension Service offer a short course or refresher course for agents to be held for two weeks in the month of February using specialists from Washington, Blacksburg, and Virginia State College. This course to be held once every year beginning February, 1943, the subjects to be selected by the farm and home agents.

III. Recommendations for Program of In-Service Training (continued).

- B. To hold a district meeting every quarter so agents may discuss their problems with other agents, the district agents and specialists.

IV. Workshop Group.

Chairman: James Harris

Secretary: Mrs. E. G. McAllister

N. D. Morse

M. D. Jones

C. A. Elliott

Mrs. Evelyn Solomon

Miss Marion Calender

Miss Alice Hobday

Miss Estelle J. Hunter

R. E. F. Washington

Miss Gloria Cottman

Consultants:

H. E. McSwain

S. E. Marshall

V. Bibliography of Basic References.

Circular Letter to Farm and Home Agents Dated 5-24-46, Ross W. Newsome.
Demonstration Work by O. B. Martin, John Wiley & Sons, New York 1930.
General Reading - The Agricultural Extension System by Smith & Wilson.
How We Think by John Dewey, Heath Company, New York, 1933.
List of Books, Booklets and Magazines for Extension Workers.
List of Technical Journals and Magazines for Extension Workers.
Practical Application of Democracy by G. B. Huszar, Hopper Brothers, N.Y.

TECHNICAL JOURNALS AND MAGAZINES
Agriculture and Home Economics

1. Aberdeen Angus Journal, Webster City, Iowa.
2. American Agriculturist, 10 North Cherry Street, Poughkeepsie, New York.
3. American Cattle Producer, American National Livestock Association Publishing Company, 515 Cooper Building, Denver, Colorado.
4. American Dietetics Journal, American Dietetic Association, Mount Royal and Guilford Avenues, Baltimore, Maryland.
5. American Feed and Grain Dealer, 613 National Building, Minneapolis, Minnesota.
6. American Fruit Grower, American Fruit Grower Publishing Company, 1370 Ontario Street, Cleveland 13, Ohio.
7. American Home, American Home Magazine Publishing Corporation, 444 Madison Avenue, New York, New York.
8. American Potato Journal, The Potato Association of America, New Brunswick, N.J.
9. Ayshire Digest, The Ayshire Breeders' Association, Brandon, Vermont.
10. Better Farming Methods, Watt Publishing Company, Mount Morris, Illinois.
11. Better Fruit, Better Fruit Publishing Company, 1135 S. E. Salmon Street, Portland, Oregon.
12. Better Homes and Gardens, Meredith Publishing Company, 1714 Locust Street, Meredith Building, Des Moines 3, Iowa.
13. The Cattleman, Texas and Southwestern Cattle Raisers' Association, Inc., 1109 Burk Burnett Building, Fort Worth, Texas.
14. Cornell Countryman, New York State College of Agriculture and Home Economics. Cornell University, Ithaca, N. Y. (This is printed by Norton Printing Co.)
15. Country Gentleman, Curtis Publishing Company, Independence Square, Philadelphia Pennsylvania.
16. The Dairy World, Dearborn Trade Journal Co., 608 South Dearborn Street, Chicago Illinois.
17. Everybodys' Poultry Magazine, Everybodys' Poultry Magazine Publishing Company, Inc., Hanover, Pa.
18. Journal of Nutrition, Wistar Institute of Anatomy and Biology, Philadelphia, Pennsylvania.
19. The Negro Farmer, Negro Division of Alabama Extension Service, Tuskegee Institute, Alabama.
20. Peanut Journal and Nut World, Peanut Journal Publishing Co., Suffolk, Va. (\$2.00)

21. Poultry Tribune, Mount Morris, Illinois.
22. Prairie Farmer, Prairie Farmer Publishing Co., 1230 Washington Blvd., Chicago 7, Illinois.
23. Rural New Yorker, Rural Publishing Co., 333 W. 30th Street, New York, 1, N. Y.
24. Southern Agriculturist, Southern Agriculturist Co., Nashville, Tennessee.
25. Southern Planter, Southern Planter Publishing Co., Richmond 9, Virginia.
26. Southern Tobacco Journal, Jackson Publishing Co., Inc., 118 West Third Street, Winston-Salem, N. C.
27. Staple Cotton Review, Staple Cotton Cooperative Association, 210-214 W. Market Street, Greenwood, Mississippi.
28. Successful Farming, Meredith Publishing Co., 1700-26 Locust Street, Des Moines 2 Iowa.
29. Turkey World, Mount Morris, Illinois.
30. U. S. Egg and Poultry Magazine, American Poultry Industries, 1501 West Washington Road, Mendota, Illinois.
31. The Virginia Farmer, Modern Farm Publishing Co., 1205 East Cary Street, Richmond, Virginia.
32. Wallace's Farmer, 1912 Grand Avenue, Des Moines, Iowa.
33. Your Farm, 55 East Washington Street, Chicago, Illinois.
34. The Progressive Farmer, Raleigh, N. C.
35. The Farm Quarterly, 22 East 12th Street, Cincinnati 10, Ohio.
36. Extension Service News. Va. Agricultural Extension Service, Blacksburg 12, Va.
37. Better Farming Methods, Mount Morris, Illinois.
38. The National County Agent and Voc-Ag Teacher, Ware Bros., Co., 1900 Chestnut Street, Philadelphia, Pennsylvania.
39. Agricultural Leaders' Digest, 139 N. Clark Street, Chicago 2, Illinois.
40. Better Crops and Plant Foods, American Potash Institute, Inc., 1155-16th Street, Washington, D. C.
41. Southern Daily Products Journal, Standard Building, Atlanta 3, Georgia.
42. Southern Stockman, 1022 Falls Building, Memphis 3, Tennessee.
43. Hog Breeders Magazine, Henderson Publishing Co., 1309 N. Main St., Pontiac, Ill.
44. Farm Journal, Farm Journal, Inc., Washington Square, Philadelphia 5, Pennsylvania.
45. What's New in Home Economics, 919 N. Michigan Avenue, Chicago 11, Illinois.

796748

COMMONWEALTH OF VIRGINIA

Workshop Report

Farm and Home Demonstration Agents

Virginia State College
Petersburg, Virginia.

March 17 -- 21, 1947

"WE STUDY OUR JOB----WORKSHOP REPORT NUMBER 1"

Virginia Polytechnic Institute, Virginia State College And The
United States Department of Agriculture Cooperating.

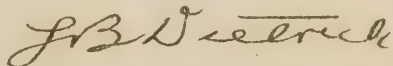
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The Workshop is a comparatively new tool for training Extension workers. The effectiveness of any device depends largely upon the skill with which it is used. The skill with which used depends to a considerable extent upon the knowledge of the user.

We are new in using the Workshop technique and have much to learn. This is a report on the first of a series of two Workshops on the subject, "We Study Our Job." In retrospect there are many improvements which could have been made. However, we feel that the experience gained in learning through doing has meant much to all those who participated in the Workshop.



L. B. Dietrick, Director.

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THE WORKSHOP AS A TOOL FOR CARRYING OUT AN EFFECTIVE PROGRAM

The essential purpose of a workshop is to provide resources of staff personnel and material facilities that can be used by mature people who are studying professional problems.

A workshop differs in certain respects from a systematic university course, a short course, or a field study. The workshop is organized around the problems which the participants select. Time is provided for discussion to clarify what the lecturer has said.

The chief characteristic of a workshop is its flexibility. It (1) serves as a means of promoting changes of practices of people, (2) focuses on problems workers bring in from their own situations, (3) attempts to bring to bear all devices and forces needed to solve the problems, and (4) its concept is democratic. You can work at it as you like.

Arrangements are made for planning the program day by day in the light of the progress made by the groups and points of emphasis revealed.

Objectives

1. To mobilize qualified personnel and information resources and bring them to bear on problems of extension agents.
2. To develop methods for agents to evaluate the effectiveness of their own work.
3. To provide a means for intensive work and exchanging ideas and experiences among the agents and consultants.

THE PURPOSE OF THE WORKSHOP

S. E. Marshall

In giving the purpose of this workshop, I should like to refer to the objectives of Agricultural Extension work as stated by such pioneer workers in the field as C. B. Smith and M. C. Wilson and Director M. L. Wilson:

Smith and Wilson list eight objectives of Extension work as follows:

1. To increase the net income of the farmer through more efficient production and marketing and the better use of capital and credit.
2. To promote better homes and a higher standard of living on the farm.
3. To develop rural leaders.
4. To promote the mental, social, cultural, recreational and community life of rural people.
5. To implant a love of rural life in farm boys and girls.
6. To acquaint the public with the place of agriculture in the national life.
7. To enlarge the vision of rural people and the nation on rural matters.
8. To improve the educational and spiritual life of rural people.

M. L. Wilson, Federal Director of Extension, lists six objectives of Extension work:

1. To bring to farmers the knowledge and help that will enable them to farm still more efficiently and to increase their income.
2. To encourage the farmer to grow his own food, set a good table, and live well.
3. To help the members of the farm family to a larger appreciation of the opportunities, the beauties, and the privileges of country life, and to know something about the world in which they live.
4. To promote the social, cultural, the recreational, the intellectual, and the spiritual life of rural people.
5. To place opportunity before rural people whereby they may develop all their native talents through work, recreation, social life, leadership.

6. To build a rural citizenry, proud of its occupation, independent in its thinking, constructive in its outlook, capable, efficient, self-reliant, with a love of home and country in its heart.

Smith-Lever Law states our job to be: To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same. It defines people of United States as people not attending or residents of the Land Grant College. It gives ideas as to how the information may be diffused by such methods as practical demonstrations, field demonstrations, publications, letters and otherwise.

We have many people to teach, many subjects, facts and ideas. Let's see the size of this job.

The average Negro agent in Virginia has a teaching load of about 5,000 people more or less depending on the size of the county and thickness of population. Some are the upper class, some are middle class, some lower class and some are in an accessible area of the county, some are way back in the woods. But, whoever they are, and wherever they may be it is our job to reach them. Therefore, can we not list as one of the purposes of this workshop: To study together methods by which more people may be reached more effectively.

Someone has said that one objective of extension is: To develop local leaders. I do not wish to confuse you by giving so many objectives of extension, but if we are to do a complete job in extension, we must have active leaders who can lead all classes of rural people. Then let us list as purpose number two: To study together methods of selecting, training, and developing effectively local leaders who will reach all of the people, regardless of their levels.

Extension is an educational agency responsible for teaching agriculture and home economics to groups not attending the Land Grant College. Have you heard farmers praise their agent, saying, "He prunes my trees, treats my sick hogs or cows, cans my vegetables and meats." When such an agent leaves the county, he or she leaves a job to be filled, and not a set of educational achievements on which his successor may build.

We are told by educational psychologists that in the process of learning the learner must act. He must do something either mentally or manually or both. As long as we do things for people we remain as service agents. When we begin arranging situations so that people can learn to do for themselves, we are beginning to teach. The third purpose then is: To study together the county program, farmers' conference program, meetings at result demonstrations, 4-H achievement day programs and other programs so as to get the maximum amount of action and learning on the part of rural people.

The problem of keeping ahead is one of the most difficult tasks we have to face. Extension workers in general are on the firing line doing today's job which is so time and energy consuming that there is not much opportunity for thought and study necessary for adequate preparation, to say nothing about refresher courses or advanced study. I wonder how many of us would be satisfied

with a teacher who is using the same methods to teach our children that were used to teach us. Do we want to rely on a doctor who does not constantly study new developments? Are we satisfied to go to dentists who have done nothing to increase their manual dexterity in the last twenty years. Are farmers satisfied with an extension program that uses the identical method of teaching year after year?

The recent war with increased income, knowledge and experiences have raised the living standards of rural people in five years to a standard that it would have taken them twenty years to reach in normal times. This brings us to the fourth purpose that we shall mention. It is professional improvement. Farmers are growing as we continue to work with them in extension. If we meet their needs, we must give them more than just agriculture. We must be more broadly prepared. Here I know no words more appropriate than those of Dr. C. B. Smith to an extension conference in Houston, Texas, in 1936. I quote: "I don't know much about the future life; but I do know that the extension agents who are real men or real women, who love the people with whom they work, who are patient, human, and competent are as likely to gain immortality as any human being in the world. And that is one of the great rewards of extension. There is a great craving in every man's heart to live on. That is why men build monuments. They want to be remembered. I know of no surer way to live on than to be a good extension agent."

In bringing this talk to a close, may we again list the purposes of this workshop:

1. To study together methods by which more people may be reached more effectively.
2. To study together methods of selecting, training, and developing effective local leaders who will reach all the people regardless of their levels.
3. Making the county program, the county plan of work, and arranging the programs for other activities such as county farmers' conferences, achievement days, tours, and result demonstrations, so as to get the maximum amount of action and learning on the part of rural people.
4. Professional improvement to bring our teaching up closer to the knowledge of agriculture, home economics and social science brought about by research.

Dr. C. B. Smith said on one occasion, and I quote: "The agent, who looks upon extension as a job, rather than an opportunity to his fellowmen, will not get the most out of his life work. He is likely to be just another teacher." Can we look upon this workshop as an opportunity to improve our work with the extension service, and go back in the field from this conference knowing that we have a place of significance in the world: a man's work to do?

PERSONNEL OF THE WORKSHOP

Participants

Farm Agents

C. G. Croer, Charlottesville, Va.
J. L. Dickson, Amelia, Virginia.
B. O. Moody, Dillwyn, Virginia.
G. L. James, Appomattox, Virginia.
H. L. Maclin, Lawrenceville, Va.
C. A. Elliott, Rustburg, Virginia.
J. M. Johnson, Bowling Green, Va.
R. E. F. Washington, Roxbury, Va.
J. F. Wilson, Keysville, Virginia.
R. F. Jones, Chesterfield C.H., Va.
S. J. Jones, Dinwiddie, C. H., Va.
B. F. Harrison, Tappahannock, Va.
F. B. Goode, Gloucester, Virginia.
M. F. Hill, Irwin, Virginia.
G. D. Williams, Esplanade, Virginia.
W. M. Pierce, South Boston, Va.
Woodrow Odum, Smithfield, Virginia.
T. W. Allen, Mattaponi, Virginia.
H. M. Smith, Kenbridge, Virginia.
H. D. Morse, South Hill, Virginia.
James Harris, Suffolk, Virginia.
A. P. Walton, Powhatan, Virginia.
J. G. Lancaster, Farmville, Virginia.
M. C. Harding, Farmville, Virginia.
W. H. George, Elberon, Virginia.
L. N. Wynn, Warsaw, Virginia.
S. G. Mansfield, Franklin, Virginia.
M. D. Jones, Stony Creek, Virginia.
M. J. Edwards, Cumberland C. H., Va.

Home Agents

Miss Rachel Carter, Amherst, Va.
Miss Sarah Lawson, Bedford, Va.
Miss S. M. Harrison, Lawrenceville, Va.
Miss Juanita Pool, Charlotte C.H., Va.
Mrs. E. L. Rice, Chesterfield, Va.
Miss Elnora Stewart, Church-Road, Va.
Miss W. E. Jennings, So. Boston, Va.
Miss Wilhelmina Holmes, Ashland, Va.
Mrs. Evelyn Solomon, Richmond, Va.
Miss Clarice Pretlow, Smithfield, Va.
Mrs. E. G. McAllister, Upshaw, Va.
Mrs. Bernice Brown, Louisa, Virginia.
Miss Margaret Murrell, Shipman, Va.
Miss Dolores Graves, Boydton, Va.
Miss Cleopatra Williamson, Norfolk, Va.
Miss Aranna Brown, Burgess Store, Va.
Miss L. B. Pruitt, Nottoway, Virginia.
Miss E. Alice Hobday, Chatham, Va.
Miss Etta Lyttle, Farmville, Virginia.
Miss Florence McGuffin, Franklin, Va.
Mrs. Sadie Roane, Kinsale, Virginia.

Workshop Staff

W. H. Daughtrey, Administrative Asst., Va. Agricultural Extension Service,
Blacksburg 12, Virginia.
C. A. Montgomery, Asst. Director, Va. Agricultural Extension Service,
Blacksburg 12, Virginia.
Miss Maude E. Wallace, Asst. Director, Va. Agricultural Extension Service,
Blacksburg 12, Virginia.
Miss Lucy Blake, District Agent-at-Large, Va. Agricultural Extension Service,
Blacksburg 12, Virginia.
W. A. Turner, Asst. State Boy's Club Agent, Va. Agricultural Extension Service,
Blacksburg 12, Virginia.
Sherman Briscoe, Information Specialist, U. S. D. A., Washington; D. C.
Miss Blanche D. Harrison, District Agent, Virginia State College, Petersburg, Va.
S. E. Marshall, District Agent, Virginia State College, Petersburg, Virginia.
Ross W. Newsome, State Agent, Virginia State College, Petersburg, Virginia.
Mrs. Thelma T. Hewlett, Home Demonstration Agent at-Large, Ashland, Virginia.
Miss L. A. Jenkins, Retired District Agent, 329 Locust Street, Hampton, Virginia.

Steering Committee

Ross W. Newsome, State Agent, Va. Agricultural Extension Service, Va. State
College, Petersburg, Virginia.
S. E. Marshall, District Agent, Va. Agricultural Extension Service, Va. State
College, Petersburg, Virginia.
Miss Blanche D. Harrison, District Agent, Va. Agricultural Extension Service,
Va. State College, Petersburg, Virginia.
Mrs. Thelma T. Hewlett, Home Demonstration Agent-at-Large, Ashland, Virginia.

Special Interest Group Speakers

Dr. L. H. Foster, President, Va. State College, Petersburg, Virginia.
Dr. J. H. Johnson, Dean of the College, Va. State College, Petersburg, Virginia.
Dr. J. L. Lockett, Director Div. of Agriculture, Va. State College, Petersburg, Va.
Rev. Samuel Gandy, Director of Religious Activities, Va. State College, Petersburg.
G. L. James, Farm Agent, Appomattox County, Appomattox, Virginia.
A. W. Peagran, Retired Farm Agent, Dinwiddie County, Petersburg, Virginia.

Other Visitors

Miss Grace Walker, Specialist, National Recreation Assn., New York, New York.
Mr. L. P. Jackson, Professor of History, Va. State College, Petersburg, Va.
Dr. A. M. Myster, Professor of Agricultural Education, Va. State College, Petersburg
Dr. A. G. Macklin, Va. High School Counsel, Va. State College, Petersburg, Va.
Dr. Harry W. Roberts, Director Dept. of Sociology, Va. State College, Petersburg.
Miss Mary W. Neugent, Head Dept. of Food and Nutrition, Va. State College, Petersburg
A. J. Miller, Asst. Professor of Agr'l. Engineering, Va. State College, Petersburg
M. T. Carter, Assoc. Prof. of Agricultural Economics, Va. State College, Petersburg
H. A. Fields, Resident Teacher-Trainer, Agricultural Education, Petersburg, Va.
R. H. Punn, Instructor in Agriculture, Va. State College, Petersburg, Va.
J. E. Settle, Head Dept. of Animal Husbandry, Va. State College, Petersburg, Va.
G. W. Owens, Retired Supervisor of Agricultural Education, Petersburg, Virginia.
John Settle, Moscow, Idaho.
J. W. Rogers, District Agent, Va. Agricultural Extension Service, Blacksburg 12,
Virginia.

PROGRAM
of
WORKSHOP FOR FARM AND HOME DEMONSTRATION AGENTS

VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

March 17 - 21, 1947

"WE STUDY OUR JOB"

Monday, March 17

7:00 P. M.	Devotions	Rev. Samuel Candy Chaplain Virginia State College
	Roll Call and Introduction of New Agents	Miss B. D. Harrison District Agent
	Purpose of Workshop	S. E. Marshall District Agent
	The President's Message	Dr. L. H. Foster President Virginia State College
8:00 P. M.	Agent's Association Meeting	Woodrow Odom President Isle of Wight County Farm Agent
	Early Experiences as an Extension Worker	A. W. Pegram Retired Farm Agent in Dinwiddie County

Tuesday, March 18

8:00 A. M.	The Farm and Home Agent's Opportunity in Effective Program Development, Execution and Annual Plan of Work	W. H. Daughtrey Administrative Assistant Virginia Agricultural Extension Service
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- 9:00 A. M. The County Extension Agent's Responsibility in Developing Effective Programs for Special Occasions such as (a) County Farmers' Conferences, (b) County Tours, (c) Meetings at Result Demonstrations, (d) Achievement Days, (e) Junior 4-H Council Meetings
R. W. Newsome
State Agent
Speaker
- 10:00 A. M. How can the Extension Workers Make Effective Use of Leaders in Carrying Out the Extension Program?
Miss Maude E. Wallace
Assistant Director
Virginia Agricultural
Extension Service
Speaker
- 11:00 A. M. Group Discussion
- 12:00 Noon Lunch

1:30 P. M. to 4:30 P. M. Daily Meeting of Workshops

Agents will be divided during the first day into six groups. From 4:30 to 5:30 P. M. daily there will be opportunity for individual conferences with leaders of workshops to discuss specific problems.

- 7:00 P. M. Visual Aids as a Method of Teaching in Appomattox County
G. L. James
Farm Agent
Appomattox County
Speaker

Wednesday, March 19

- 8:00 A. M. How Can the Extension Agent Evaluate His Own Work in the County?
Miss Lucy Blake
District Agent-at-Large
Virginia Agricultural
Extension Service
Mrs. Thelma T. Hewlett
County Home Demonstration
Agent-at-Large
Speakers
- 9:00 A. M. How Can the Agents Strengthen Their Work Through Reports and Publicity?
Sherman Briscoe
Information Specialist
U. S. Department of
Agriculture
Speaker

10:00 A. M. The Agent's Function in Creating
Parent and Public Interest in 4-H
Club Work

W. A. Turner
Assistant State Boys'
Club Agent
Virginia Agricultural
Extension Service

11:00 A. M. Group Discussion

12:00 Noon Lunch

2:00 P. M.

to

4:30 P. M. Meetings of Workshops

7:00 P. M. Agent's Association Meeting

Thursday, March 20

8:00 A. M. Franking Privileges and Personnel
Act as Applied to Extension Workers

C. A. Montgomery
Assistant Director
Virginia Agricultural
Extension Service

9:00 A. M. Group Discussion

10:00 P. M.

to

11:15 P. M. Meeting of Workshops

12:00 Noon Lunch

1:30 P. M.

to

4:30 P. M. Meeting of Workshop

7:45 P. M. Social

Friday, March 21

8:00 A. M. State Farmers' Conference

Dr. J. L. Lockett
Director
School of Agriculture
Virginia State College

8:30 A. M. Workshop Reports

11:00 A. M. Administrative Work

Miss S. D. Harrison
Mrs. F. T. Hewlett
S. E. Marshall
R. W. Newsome

12:00 Noon Lunch

1:00 P. M. Adjourn

WORKSHOP PROBLEMS

The following is suggested for consideration by the committee in arriving at an approach to its work:

THE PRIMARY OBJECTIVE OF THIS WORKSHOP GROUP IS TO ANALYZE THOROUGHLY PROBLEMS PRESENTED AND WORK OUT SUGGESTED SOLUTIONS.

It is suggested that the following points be considered in dealing with subject:

1. Define the problem
2. Identify important problems
3. Assemble facts
4. Set up objectives
5. Develop an outline
6. Prepare the report

Problem I

Subject:

The Farm and Home Agent's Opportunity in Effective Program Development, Execution and Annual Plan of Work.

Workshop Group

Chairman: J. G. Lancaster

Secretary: Mrs. E. G. McAllister

Miss E. Alice Hobday

M. D. Jones

Miss Florence McGuffin

C. A. Elliott

Miss Aranna Brown

N. D. Morse

Consultants: W. H. Daughtrey

Miss L. A. Jenkins

Questions

1. How can the extension worker determine the kind of program to be used in his county?
2. How can the people be made to see that the program is made for their benefit instead of the agent's?
3. How can the extension be planned to serve all of the farm families in county?
4. In what activities should the farm and home agent work jointly on in a county?
5. How can the method demonstration be made more effective?
6. What is a good plan of work?
7. How can the plan of work be used most effectively in carrying out the extension program?
8. How may the county advisory board or planning committee assist the agent in effective program planning, execution and plan of work?
9. What will determine the amount of time you give to 4-H Club work?

Problem II

Subject:

The County Agent's Responsibility in Developing Effective Programs for Special Occasions such as (a) County Farmers' Conferences, (b) County Tours, (c) Meetings at Result Demonstrations, (d) Achievement Days, (e) Junior 4-H Council Meetings.

Workshop Group

Chairman: W. M. Pierce

Secretary: Mrs. Evelyn G. Solomon

G. D. Williams

H. L. Maclin

L. N. Wynn

R. E. F. Washington

Mrs. Bernice Brown

J. L. Dickson

Miss Delores Graves

Miss Clarice Pretlow

Mrs. Sadie Roane

Consultants: Ross W. Newsome
Miss L. A. Jenkins

Questions

1. What are the advantages of Farmers' Conferences, Result Demonstrations, Tours, Achievement Days, and 4-H Councils?
2. When is the best time to hold Farmers' Conferences to be of most benefit to the people?
3. How shall we determine programs for the Farmers' Conferences?
4. How can tours be used effectively in the extension program?
5. Should tours be made to see only demonstrations conducted only by the extension services?
6. What is the agent's responsibility in planning an Achievement Day Program?
7. Are we devoting too little or too much time to these activities?
8. How can the 4-H Council meetings be made more effective?

Problem III

Subject:

How can the Extension Workers Make Effective Use of Leaders in Carrying out the Extension Program?

Workshop Group

Chairman: J. M. Johnson

Secretary: Miss Margaret Murrell

S. J. Jones

Miss Nannie Jennings

M. C. Harding

Miss Cleo Williamson

H. M. Smith

A. P. Walton

Consultants: Miss Maude E. Wallace

Miss Blanche D. Harrison

Questions

1. Should extension leadership in counties be organized in a formal organization?
2. What are the qualifications of a good leader?
3. Should local leaders be recognized for outstanding accomplishments? How?
4. How can we interest more people in becoming leaders?
5. How far should we go in giving time and effort to training of leaders?
6. What can be expected of leaders according to their abilities and interest?
7. How can leaders help with the Live-at-Home Program in the demonstration community?

Problem IV

Subject:

How Can the Extension Agent Evaluate His Own Work in the County?

Workshop Group

Chairman: Woodrow Odom

Secretary: Miss Wilhelmina Holmes

S. G. Mansfield

Miss Rachel Carter

Miss Elnora Stewart

C. G. Greer

B. C. Moody

B. F. Harrison

Consultants: Miss Lucy Blake

Mrs. Thelma Hewlett

Questions

1. How may agents know when they have done a good piece of work? What made it good?
2. What are the advantages of evaluating my work and my job?
3. What are the important factors to be considered in evaluating my work as an agent?
4. What are the uses of evaluation?
5. How is the best way to evaluate my work to the local families and the public?

Problem V

Subject:

How May the Agents Strengthen Their Work Through Reports and Publicity?

Workshop Group

Chairman: G. L. James

Secretary: Miss L. B. Pruitt

F. B. Goode

T. W. Allen

Miss Sara Lawson

Mrs. Eleanor Rice

J. F. Wilson

M. F. Hill

Miss Juanita Peel

Consultants: Sherman Briscoe

S. E. Marshall

Questions

1. How may reports be used to strengthen this 1947 program?
2. How could daily record sheets be used to make better monthly reports?
3. Should a full report of all activities be written up in detail as soon as the activities are completed?
4. What type of material should be sent to the press?
5. What are the forms of publicity that might be used effectively?
6. How can picture, slides, and motion pictures be used to make more effective publicity?

Problem VI

Subject:

The Agent's Function in Creating Parent and Public Interest in 4-H Club Work.

Workshop Group

Chairman: James Harris

Secretary: Mrs. Etta L. Smith

R. F. Jones
W. H. George

M. J. Edwards
Miss S. M. Harrison

Consultant: W. A. Turner

Questions

1. How will better understanding of 4-H objectives by parents help to improve 4-H Club work?
2. What are the methods that could be used to create greater interest on the part of parents and the public?
3. How can parents be led to take a definite part in 4-H organization?
4. How can observance of special activities such as Rural Life Sunday create parent and public interest?
5. Will the kind, size, and value of project create any interest on the part of the parents and the public?
6. In what ways may agents keep parents and the public informed of the full value of 4-H Club work?
7. Where should most emphasis be placed? Adult or 4-H Club work?

ADDRESSES

COUNTY PROGRAMS AND PLANS OF WORK

W. H. Daughtrey

Let's concede that a well-thought-out program, on a long-time basis, and well-developed plans of work for each year, based on the long-time program is essential for maximum progress in rural Virginia. The question then becomes: How shall we go about developing such a program and plans?

The following thoughts are those of a very incoherent and disintegrated mind. They should, therefore, be studied carefully and considered suggestive rather than taken literally.

A well-developed program gives guidance and direction to our work in the following important ways:

1. Toward most important problems
2. Toward definite objectives
3. To coordinate activities
4. In obtaining cooperation of people

The first step in developing a program is to determine the problems to be dealt with. In determining these problems it is essential to have lay participation. These people have knowledge of situations which cannot be obtained from census or other figures. In addition, it is very desirable to have other professional people, who are working in related activities to participate.

It is suggested that there be a county group, call it what you will, which will help determine county problems and long-time objectives. It is suggested that such a group be composed approximately as follows:

1. A farm man and woman from each major area of the county.
2. The president or chairman of each county-wide farm and farm home organization.
3. Representation from each of the agricultural agencies working in the county.

This group should be considered as advisory on policy and major objectives, and not a detail group. People are hired for the details.

Now comes the process of getting a program developed and down in black and white.

To get these people to discuss and consider the county needs, they must be furnished information and prodded into action. This means that the county Extension personnel must be thoroughly prepared before meeting the group. This preparation should include:

1. A listing of major problems as seen by such personnel.

2. Assembling the best possible data and information as to the actual situation within each such problem.
3. Preparation of questions bearing on the problems not answered by available data.

The worker prepared with such information is in position to really stimulate the thinking of a group; and get from them their best judgment as to what are the problems and what are the solutions.

Picture the difference in response you would expect when armed with the above information, skillfully injected into a discussion, and what you would expect under the following condition. You have called your county group together and start with something like this: "Well, folks, I'm glad to see you. We want to write a program for this county. What are the needs and problems of the county? (Very probably nobody responds and after about three minutes, the agent wonders too)

The program developed should include for each problem agreed upon:

1. A statement of the problem.
 - a. present situation
2. The solution or long-time objective to correct the problem..

This long-time program should then become the guide to which we tie in developing detailed plans of work for the year. It is desirable, therefore, to have the county group suggest what might be done about selected problems this year. They might well suggest goals to be reached during the year toward the long-time objective or solution to the problem.

It would be a mistake to conclude that a program once written down is complete. Situations are not static. They either get better or they get worse. It, therefore, becomes necessary to re-examine them to determine if new problems have arisen which are not covered and if those covered need to be re-oriented from an emphasis standpoint. This would suggest at least one meeting each year of the county group to do planning and program revision work. A second meeting of the county group to receive reports of work accomplished toward program objectives, and appraise the work is suggested. This might well be combined with a social hour such as a picnic or dinner.

After the long-time program has been developed and the objectives for the year selected, the next job is to develop a detailed Plan of Work for the year. This plan should set forth specifically the following:

1. Goals to be accomplished during the year toward the selected objective.
2. The methods to be used in accomplishing goal.

The following procedure is suggested as a practical means for developing plans of work.

The county group should appoint a committee with a special interest in the problem and objectives to be developed to help work out a detailed plan for the year's operation. These committees should be appointed largely upon the advice of the Extension workers. Its suggested composition:

1. Three to five lay people vitally interested in the particular problem.
2. The professional workers directly interested in the problem.

This gives opportunity for the people most concerned with a particular problem to help develop the year's activities. Further, it affords the opportunity to coordinate the activities of the different agencies interested in and working with the problem. This committee should then continue in an advisory capacity for this particular phase of the total plan throughout the year. In pinches, individual members of the committee will no doubt help with specific jobs.

You will note that the suggested procedure will require a separate committee for each major problem selected for the year. This is intentional, to get people with a keen interest in the problem working on it.

It is further suggested that a member of these plan-developing committees report on progress and plans to the county group. Here it is necessary that the professional workers help him prepare the report. Don't, however, write it out and hand it to him as you go into the meeting. Work it out with him.

In execution of the Plan of Work, use all the leadership you have in the way you can use it best. In this leadership don't forget the town people and news people.

The above suggests a procedure for program building, plan of work building and execution. It does not suggest any tightly knit organization.

The problem is to determine the job to be done and then the kind of set-up required to do the job under local conditions. It is believed that the suggested procedure is flexible enough to meet most situations, however, it is emphasized that the job to be done is the important thing. The method of getting it done can vary from county to county depending upon the way people react, the skill in handling groups, type of leadership, etc. Your part is to build the machine to meet the requirements of the job.

The County Agent's Responsibility in Developing Effective Programs For Special Occasions

Ross W. Newsome

Our work as extension agents requires that we hold a great number of meetings where farmers, leaders and others cooperate in planning, developing and administering various phases of our extension program. We want action to result from every meeting that we hold. Some of our meetings move along smoothly and effectively, however, too many of our meetings fail to accomplish very much. Some of our meetings are informational, some instructional, and some a combination of these. Most of our meetings are of the type where the conference or discussion method is used. The method or methods you choose will determine to a great extent how you outline your programs and allot your time. The following information will be helpful to you in developing effective programs for your farmer's conferences, county tours, meetings at result demonstrations, achievement days and junior 4-H council meetings:

Farmer's Conferences

How to Prepare for Farmer's Conferences

I. Determine Objectives.

Formulate Objectives.

Determine Methods to Accomplish Objectives.

II. Develop Plans.

Select Group to Attend.

Check Availability of Individuals.

Set Date, Time and Place.

Inform Leaders Concerning Your Plans and Secure Their Cooperation.

III. Announce Meeting.

Plan Type of Notice.

Determine Material Necessary.

Prepare and Issue Notice and Materials.

IV. Arrange Place and Materials.

Have Equipment and Materials Ready.

Arrange Seating, Lights, Ventilation and Rest Rooms.

Arrange for Drinking Water and Lunch.

Strong Points

1. Reaches large numbers of people.
2. Adapted to practically all lines of subject matter.
3. Makes high quality program practicable and financially possible because a relatively large group is reached.

4. Affords opportunity for discussion and questions.
5. Facilitates action through group psychology.
6. Promotes personal acquaintance between agent and people.
7. Provides change in environment and worth-while social contacts.
8. Accomplishes change in practice at low cost.
9. Serves as news creating agency and thereby stimulates publicity.

Limitations

1. Meeting place and facilities not always adequate.
2. Circumstances beyond control of extension, such as conflicting attractions and weather, often result in small attendance.
3. Subject matter frequently difficult to present because of mixed group.
4. Teaching value minimized because some members of audience are not receptive.
5. Meetings which are poorly arranged and/or conducted may have far-reaching unfavorable effects.

Suggestions for Improvement

1. Hold more meetings in daytime to reduce number of evening meetings.
2. Avoid conflict with competing attractions and rush periods of farm work.
3. Select meeting place which will provide suitable lighting, seating arrangements, heat, ventilation, and other necessary facilities.
4. Hold meeting within convenient distance of those expected to attend.
5. Plan meeting early in order that preliminary arrangements may be made and adequate publicity may be given.
6. Announce meeting through press, circular letters, local leaders and other available agencies.
7. Encourage participation of local people in arrangements and program.
8. Inform speakers regarding local conditions, and suggest subject matter be adapted to local needs.
9. Conduct meeting in accordance with a definite, well-organized plan:
 - a. Start promptly and close on time.
 - b. Focus attention on central theme.
 - c. Permit discussion yet move progressively toward desired action.
 - d. Use appropriate illustrative material.
 - e. Take advantage of group psychology.
 - f. Employ appeals that arouse interest, create desire, and stimulate action.
 - g. Insure definite action while interest is at height.
10. Arrange for suitable follow-up work, including publicity about the meeting held.

How to Spoil a Conference

1. Set yourself up as an authority or expert, and take it upon yourself to answer questions, give advice and dominate the thinking.
2. Tell a member of the group that he is wrong.
3. Tell the members of the conference that they must do something, the way you want it done to get your cooperation.

4. Use distracting mannerisms.
5. Be condescending, or sarcastic.
6. Let someone monopolize the discussion.
7. Argue or lose your temper, ridicule, take sides.
8. Talk too much instead of asking questions.
9. Use profanity or tell questionable stories, violate confidences.
10. Too many speakers for length of program.

Score Card for County Farmer's Conference

<u>Plan</u>	20
Meeting related definitely to local problems and needs	3
Desirability of holding discussed with local leaders	2
Designed to bring about changes in knowledge, skills, attitudes	3
Part to be taken by local people arranged in advance	2
Publicity to arouse interest of county in problem and solution	2
Circular letter sent to people probably interested in meeting topic	2
Suitably timed	2
Central meeting place	2
Necessary materials and equipment available	2
<u>Conduct</u>	50
Physical arrangements of heat, lights, seating, etc., such as to care for physical comfort	5
Chairman understands and explains clearly purpose of meeting	5
Speaker familiar with subject and acquainted with local conditions	5
Presentation clear, logical, adapted to local conditions, convincing	10
Illustrative material suitable	3
Provision for discussion	5
Nature of action recommended clearly explained and desire to act crystalized	10
Social and recreational feature appropriate and enjoyable	3
Meeting opened on time and closed in reasonable time	4
<u>Results</u>	30
Percentage of people in county with problem attending	10
Percentage of people attending who will make change in knowledge, skill, or attitude	15
What happened at meeting reported to community through news articles and circular letters	5
Total	100

County Tours

In thinking of the county tour as it relates to the extension program, we have in mind getting a group of people to several farms and homes to see and hear about our demonstrations. A good time to set your tentative date or dates for county tours would be in November or December when your advisory board is making plans for the ensuing year. Two weeks or ten days before the county tour is to take place, write news article for the local paper concerning the tour. Make sure that you have listed in your news article date of tour, hour that tour will begin, names and addresses of the farms and homes to be visited, things to be seen at each stop, and time that tour will end. In addition to the news article for the press all of your leaders should be informed and their services can be used to a great advantage to help you get a large number of interested people to join the tour. Remember that the general public should know where the tour will begin and a committee should be appointed to arrange for travel. In planning your tour remember that it is impossible to see everything on one day. You will accomplish more by visiting from three to five farms and homes if there is something in the form of a good demonstration to be seen at those homes than you will be running by ten or fifteen farms and homes where the time would be limited to saying good morning or good afternoon. The following suggestions will be helpful in planning your tour:

1. Date, time, and place where tour will begin and end.
2. Farms and homes to be visited, and demonstrations to be seen.
3. If the tour is to be an all day affair, the people should be asked to bring their lunches. When you stop for lunch make sure that there is shade, water, and rest rooms available.
4. At each and every stop on the tour introduce the family living on the farm to the group of visitors. This should be done as soon as the group arrives. Have the farmer and his wife make a few remarks. The farm or home agent should make a brief statement about the demonstration to be seen.
5. A few days before the tour is to take place the agent or agents should check on the farms and homes to see that things are in order.
6. The agents should be thoroughly familiar with the demonstration and the subject-matter relating to the demonstration. A detailed explanation of each demonstration visited on the tour should be given by the agent or agents.
7. Summary should be made at the end of the tour.
8. Begin and end on time.

Meetings at Result Demonstrations

The Act of Congress establishing Cooperative Extension Work states that "It shall consist of giving instruction and practical demonstrations in agriculture and Home Economics and imparting such information through field demonstrations, publications, and otherwise."

Result demonstrations have always been one of the most effective methods of teaching. However, before you can have a meeting at a result demonstration you must first establish a result demonstration.

The Single Project Result demonstration is a demonstration conducted by a farmer, homemaker, 4-H club boy or girl under the direct supervision of the extension worker, to show locally the value of a recommended practice. Such a demonstration involves a long period of time and record of results and comparisons and is designed to teach others in addition to the person conducting the demonstrations. Example: Demonstrating that the application of lime, phosphate, a complete fertilizer and keeping woods clipped on pastures results in more profitable gains with livestock, and soil conservation; that making available for hogs salt, clean water, pasture with legumes in addition to other feeds to total a balance ration will greatly increase the financial returns from hog production; that a well-planned and adequately equipped kitchen will give better returns from the time and effort spent there and conserve the health and strength of the homemaker.

The Farm-Home Unit Demonstration is the best type of result demonstration. It presents a unified program which brings in and relates approved practices for a particular and representative farm home. The real purpose of the farm and home unit demonstration is not for farm and home agents to give special assistance to just two or more farm families in the county, but to try to solve some of the major farm and family living problems on representative farms so that all families may be guided by their experience. This type of demonstration is an example to the community of how systematic planning and management can increase efficiency on the farm and in the home. It serves as a guide to the community to see good farming methods combined with good homemaking practices worked out on a cooperative plan made by the family. It teaches the family how to keep satisfactory farm and home records. No family is considered a farm and home unit demonstration if the members do not keep a record of all expenses. The records serve as a background for future planning and wise use of income. In counties where both a farm and home agent is employed both agents should cooperate in selecting the family who is to conduct the farm and home unit demonstration. The family selected for the demonstration should be representative of the community in which they live. It is desirable to have the family come from the middle age or younger group, and the family should have children at home. A good farm and home unit demonstration will work wonders in improving the standard of living for rural people living within a neighborhood, community and district.

In planning meetings to be held at result demonstrations, it is most important that the meeting be timed to accomplish the best results. Let us suppose that an agent is planning a meeting at a result demonstration on a community basis, and that the demonstration involves small grain. The ideal situation would be a section of a small grain field where the farmer had followed the recommendations of the extension service on a few acres against his old traditional method of production. A contrast of this kind very often will be so great that the attention of every person passing the small grain field will create interest.

A good time to have a field meeting at such a demonstration would be just before the wheat is harvested. The demonstration will help you greatly to get a group to the meeting. Perhaps to your surprise every farmer in the community

where the demonstration is located will have heard about or seen the demonstration. Two weeks or ten days before the meeting is to take place announcements should be made through the extension organization (community club, home demonstration club and 4-H club). In some communities the pastor or an officer of the local church will make an announcement if the proper approach is made in time. A letter from the agent or agents and farm and home visits in interest of the meeting will also help to secure a good attendance. The notice or announcement should state the date, time and place. Right after the lunch period or a Saturday afternoon is a good time to sponsor a field meeting at some result demonstration. When the group arrives for the meeting present the farmer and homemaker to the group in attendance. Let the farmer and members of his family tell what has been done in establishing the demonstration. Questions from the group is just what you want and most likely is what you will get. The agent should make a few statements relative to small grain production, explaining the advantages to be derived by following recommendations of the experiment station. Meetings of this kind usually last for about one hour.

When planning two or more field meetings to take place on the same day, it is usually desirable to plan such events on a county-wide basis. All extension agents should realize that it is most important to establish good result demonstrations in every section of the county. We shall assume that you desire to visit three result demonstrations in different sections of the county and you would like for meetings to take place at each demonstration. You are interested in getting a large group to attend. In planning this series of meetings you would follow similar steps as outlined for the field meeting on a community basis, however, you should realize that so far as you are concerned as an extension worker, these are your big events for the year. You are interested in teaching and do not forget that you want some good publicity for the extension service. For events of this kind you must begin to make your plans from twelve months to years in advance. In addition to your leaders and farm people in general, remember to invite all county officials, representatives of other government agencies, ministers, teachers, businessmen and women, members of the various professional groups. It is very desirable for you to have a workable relationship with the editor of your county paper or papers, and your local radio station. Remember that you get publicity through newspapers and the radio that is far reaching. Whenever it is possible secure a good speaker to talk for a few minutes just after the last field meeting for the day is over. Have the speaker stress the beauty, comfort, and pleasure to be derived from country life. Call on your supervising agents, we will be glad to help you secure specialist help and to assist you in planning a program that will live forever in the minds of the rural people.

The result demonstration is still as much the foundation stone of extension teaching as it was in the days of Dr. Seaman A. Knapp, the founder of demonstration work. But there is reason to believe that not all agents fully appreciate what a demonstration should be, or the use that should be made of it.

Dr. Knapp himself at a field meeting held on the very first "community demonstration farm" in 1903 at Terrell, Texas; used these words: "But of what use is the demonstration unless people see it, hear about it, or read about it?" thus pointing out that the demonstration is a means to an end and not the end itself of extension effort.

Some essentials of an effective demonstration are:

First, it must be well planned to illustrate or prove a definite practice or series of practices that it is desired to have the community adopt.

Location is important, and the size should be sufficient to command respect.

Above all, getting as demonstrator a farmer who will faithfully carry out instructions and thus insure as far as may be the success of the demonstration, is important.

Accurate records should be kept so that at the close of the demonstration the cost, sale value of the product, and profits can be ascertained.

The accumulation of accurate farm data required in this way becomes increasingly valuable to the agent for use in meetings and in various forms of publicity as time goes on.

Ordinarily, one demonstration of a kind to a community is all the agent should attempt to supervise, but he should get as many others as possible to promise that they also will use the instruction given to the demonstrator on their own farms. But these others should not be reported as demonstrators. If they can be stimulated to try to outdo the demonstrator, so much the better, and if any of them succeed and keep records, these records are as valuable, or even more so, to the agent as the records of the demonstrator.

The agent may make use of the demonstration through field meetings, circular letters, news items, tours, and exhibits, while the demonstration is in progress. Next year he may use the data obtained from it in meetings, in circular letters, in charts, and in talking with farmers. The effectiveness of an agent is measured by the extent to which he uses his demonstrations and the data he obtains from them. It is in the planning and in the effective use of the demonstration that an agent is apt to fail.

The Result Demonstration

Analysis of the Essential Elements Involved in its Use as a Means of Extension Teaching

Steps in Logical Sequence	Recommended Procedure	Special Skills and Knowledge Required
1. Analyze problem and situation from teaching standpoint	Determine if additional local proof is required.	Functions of result demonstration as means of extension teaching.
2. Decide on specific purpose of demonstration.	Determine if needed to: Give agent confidence in all details. Give local people confidence in practice and agent. Show practical application of scientific information.	Details of subject matter involved.
3. Plan the demonstration.	Consult extension specialist. Outline definite plan in writing. Locate sources of materials. Determine number of demonstrations needed.	Limitation of agent's information. Procedure in establishing proof. Where needed material can be obtained. The probable spread of influence from the demonstration.
4. Select the demonstrators.	Advise the local leaders. Get suggestions at local meetings. Select tentative demonstrators. Visit prospective demonstrators and discuss plan. Make final selection of demonstrators.	Characteristics of a good demonstrator. Ability to size up demonstrator and his following in the community.

The Result Demonstration (continued)

5. Start the demonstration.	: Outline definite plans	: Ability to modify the
	: with demonstrator.	: plans to fit the situation.
	: Actually start the	: Skill in performing
	: demonstration.	: practices involved.
	: Announce demonstration	: Art of writing an effective
	: through local press or	: news story.
	: by other means.	:
6. Supervise the demonstration.	:	:
	: Make sufficiently	: Subject-matter details.
	: frequent visits to	: Making and placing good
	: demonstration to see	: signs.
	: that plan is being	: What data are needed, and
	: carried out.	: best method of obtaining
	: Label where appropriate.	: them.
7. Complete the demonstration.	: See that records are	:
	: properly kept.	:
	:	:
	: Summarize records and	: How to interpret data.
	: establish proof.	: How to hold a good meeting.
	: Hold meeting.	: Effective news writing.
	: Publicize results	: Changes brought about by
	: through press, meetings, and otherwise.	: similar demonstrations.
	: Estimate probable	:
	: influence.	:
	: Have demonstrator make	:
	: and keep list of those	:
	: making inquiry.	:
	: Get response from	:
	: those attending meeting.	:
	:	:

County 4-H Club Council

An active county 4-H Council is essential to good club work. The main objectives are to:

1. Make the county club plan of work for all county-wide activities and to assist in carrying it out.
2. To train club officers in conducting club meetings, making club programs, giving demonstrations, and in carrying through all plans.

Membership

All officers of all 4-H Clubs in a county automatically become members of the County Council. Adult leaders serve in an advisory capacity. Officers for the Council are elected at the fall meeting. They are: president, vice-president, secretary-treasurer, song leader. Committee chairmen may also be asked to attend when needed. Extension agents should help Council members to understand that they are representing the other members of their club and that it is a privilege as well as a responsibility to attend and to take part in the Council meetings.

Meetings

At least two meetings should be held each year: one in November or December, and the other in May or June. All day meetings are preferable; however, no Council meeting should be considered for less than two hours.

Suggestions for November or December Meeting

This meeting should be held as soon as all clubs in the county have elected officers. The date and place should be announced at the November meeting of each club and arrangements made to get all officers, leaders and committee chairmen to attend.

Things that Should be Considered at This Meeting:

1. Introduction of leaders and club officers by club president.
2. Purpose of the meeting.
3. Review of the accomplishments of the Council last year.
4. Group singing - 4-H Songs by some one prepared to teach them.
5. Instruction to club officers on the duties of their respective jobs. The presidents and vice-presidents might be trained in one group; the secretaries and reporters in another. Following this, all officers might be brought together and demonstrate how to conduct a business meeting.
6. Making the county club plan of work. This should include specific plans for contests and exhibits, delegates to camps, time and place of all special county-wide activities such as Achievement Day, tours, and observance of special club events. More effective planning will result by having the executive committee of the County Council meet with the Extension agents prior to the Council meeting to make recommendations for the county plan of work. The Council must discuss the plans and make whatever changes they may wish.

7. Noon - lunch and social period of games. Each club might be asked to give a favorite game.
8. Demonstration on making the club plan of work and programs for monthly meetings. Following this, the club officers and leaders might get together by clubs to make plans and programs for their club. The suggestions for each club should be presented at the next club meeting for discussion, changes and additions.
9. Election and installation of officers of the County Council for the next year. This should come last when members have had an opportunity to know each other better. It is advisable to have the County Council officers from different clubs.
10. Appointment of committees - for example, camps, fairs, or exhibits, Achievement Day, etc.
11. Summary of the day's meeting with instructions as to what each officer is to do.

Suggestions for May and June Meeting:

This meeting is necessary to check on the progress of the County Council goals, to make final plans for completing the year's work and training the officers.

What Should Be Considered at This Meeting?

1. Report from each committee.
2. Progress report of the county plan of work. As each goal is read, each club should be asked to report what it has done.
3. Make final plans for all camps and county-wide 4-H events, contests, exhibits, Achievement Day, Tours, etc. Appoint additional committees as needed.
4. Report of each club showing progress in its plan of work.
5. Train officers and committee chairmen in finishing up the year's work, when and how to complete projects and project records, completing secretary's record book, learning club songs, new games, giving demonstrations, and any other training that is needed to help members with special activities. Specific instructions should be given junior project leaders.

Leaders

Leaders may be given training with the members or in separate groups, depending upon their needs. Usually new leaders like to get the same training given the officers. As the leaders become more familiar with the club activities and general plans, more training should be provided for them.

Preparation for Council Meeting

Well in advance of the Council meeting, the Extension agents in a county should discuss thoroughly what they feel should be done at the meeting. Following this, the President of the Council and perhaps the secretary might meet with them to make out the program. This would help these two officers to become thoroughly familiar with the work that is to be done. If the president is new, make sure that he or she knows the parliamentary practice that is necessary for the meeting and understands the program. It will help if explanations are made on how the introduction of leaders and officers from each club is to be done.

The place of meeting should be carefully selected and all arrangements made in advance. Table and chairs should be arranged for the presiding officers. A blackboard will be helpful. If possible, secure a place where the entire group may sit together with a table for the presiding officers directly in front. In addition, separate rooms for training groups will be needed.

Suggested Program for a County 4-H Council That has not Met for a Year Or More:

Time: Late November or December

Presiding: A president of one of the clubs (if there is no County Council officer in the county).

10:00 A. M. Club Pledge, led by a member selected in advance

Invocation - local pastor or from one of the club committee.

Introduction of officers of each club - by club presidents
(10 minutes)

Purpose of Council and brief explanation of what is to be done today - Extension Agent (5 minutes)

Group singing - by someone prepared in advance to teach club songs. (15 minutes)

Training club officers:

Presidents and vice-presidents in one group.

Secretaries and reporters in one group.

Song leaders in one group. (1 hour)

Have each group elect two officers to take part in a demonstration of how clubs should conduct the business meetings. Bring all groups together for the demonstration. (15 minutes)

12:00 Noon Lunch

Social period for a game by each club. (About 30 minutes)

Making the County Plan of Work. (1 hour)

Election of County Council officers for next year, appointment of committees. (30 minutes)

Summary of day's work by an Extension Agent. (15 minutes)

4-H Achievement Day Programs

Purpose

1. To summarize the year's work in the minds of members.
2. To show to the public 4-H goals and practices adopted.
3. To provide opportunity for local groups to participate as a unit and thus strengthen county organization.
4. To recognize good work by members and leaders.
5. To provide a day of genuine enjoyment for those who attend.

Committees

Have enough committees appointed (far enough in advance) so that on Achievement Day the work will all be organized.

Suggested committees:

Hospitality	Program	Care of small children
Arrangements	Luncheon	Recreation
Decorations	Publicity	

Each committee should know definitely what it is to do. Sometimes clubs assume the responsibility of one job and work it out within a club. This saves transportation when committee meetings are held. Year after year clubs sometimes rotate on these responsibilities.

Programs

When? The Achievement Day program should be held immediately after the year's work is finished - usually October or November.

Time? A half-day program might be less tiresome. Either a morning or afternoon, or an evening program with dinner is quite successful.

The program should stick to one general theme or idea. Following are some suggestions of what to include in an Achievement program. No one program should include all of these suggestions.

Singing - led by a competent person.

Reports - by clubs on year's accomplishments. Should be short and interesting. Might be dramatized or the five best reports might be given. The clubs might also be limited to reporting on what they considered their outstanding contribution. For example, one club might take a community project they had done, another might have outstanding project work, still another might consider reaching more people or the development of junior leaders, etc.

County and Home Agents' Summary - should include not only facts and figures, but a comparison with former years. Also perhaps plans for another year.

Speeches - short and snappy talk. Some counties prefer to have no outside speaker other than perhaps some former club member.

Exhibits - depends on time and location of program. Exhibits to be of most value should be of educational value. These can be staged most effectively if put on by clubs rather than by individuals. A time should be arranged for seeing the exhibits.

Exhibits (continued) - Topics for educational exhibits might include old and new methods of doing work, steps in cheese making, or some other phase of project work, making the farm and home safe, the poor lunch box versus the good lunch box, etc.

Special Features

1. Demonstrations by club members.
2. Style shows.
3. Pageants - for example, one based on life in the early days of the country. The episodes to include a scene showing how the creeks in the country got their names, how the county was named, names and original frontiers, etc. Dramatize names of clubs is another feature instead of having roll called.
4. Special Celebration. Such as tenth birthday of a 4-H Club, with a reunion of old members (old pictures could be exhibited, old reports read, etc.). This might be a special feature of the Achievement program.
5. Recreation - such as stunts, skits or games.
6. Making Awards and Recognition. Be sure to always include this in any Achievement Day program.
 - County medals on project work.
 - Leader recognition.
 - Honor club member recognition.
 - Junior leader recognition.

Following is a suggested Achievement program, lasting approximately two hours.

4-H Achievement Program

Presiding - President of 4-H Council

Invocation - by a minister.

Welcome - by chairman or Mayor of the town.

Group singing - led by a competent person.

Our Club's Most Outstanding Accomplishments -
by chairman of each 4-H club in the county.

Special music or entertainment.

Demonstration - skit on table setting, table etiquette
and nutritious food.

County Agents' Summary.

Group Singing.

Awards and Recognition.

Notes from State and Federal Extension sources.

KIND OF LEADERSHIP NEEDED: SELECTION, TRAINING, AND FUNCTION

Miss Maude E. Wallace

In considering this subject, we must have in mind two kinds of leaders -- (1) professional leaders i. e., Extension workers and (2) voluntary or local leaders. Most of my suggestions will apply directly to the voluntary leaders, but can be applied also to the professional leaders.

Quoting from the Kepner report: "The Extension Service has reached a transition period in its development. Its record of educational services rendered to date is highly commendable. It cannot, however, rest on laurels previously won and maintain its record as a progressive and productive educational institution. The fact that those whom the extension service was established to serve are faced with new situations and recognize new types of problems in connection with which educational assistance is needed, must be recognized. Past programs and operating procedures need to be weighed carefully against the demand and opportunity of the future to insure that the total extension resources are so utilized as to render the greatest contribution possible consistent with the significance of the various problems involved."

With this quotation as a background, I hope we can look at what we have done in extension on training and using leadership and face what we need to do in the light of the new problems facing rural people and the need to "extend," to reach more people.

Since we know that on every hand today the cry is for more and better leaders perhaps we should consider why the need is so pressing. One big reason, in my opinion, is that there is so much group action today. This is a relatively new condition. Now organized action is the typical channel.

The purpose of Cooperative Agricultural Extension work was stated in the Smith-Lever Act as "to aid in diffusing among the people in the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same." Note that this gives us a responsibility to all the people. Now the question is how can we hope to reach all?

The last report of Extension work tells us that there were $7\frac{1}{2}$ million families (something around 35 million people) in the United States and territories who received educational assistance from Extension work during the past year. This was accomplished with 10,500 paid workers (of these there were more than 3,000 county workers) and so -- we would know that much of this work must have been accomplished with volunteer workers -- called leaders. We find in the 1946 Report of Extension work that 1,077,000 farm men, women, and youth served as unpaid extension leaders or helpers among their neighbors.

In an average county in the United States there are 10 to 12,000 workers with whom only two paid extension workers are working. These figures impress on each one of us how impossible it is for the extension workers themselves to reach unaided all of the rural people.

As another background consideration, we must realize that if leaders are to be able to assist more effectively there must be a local sponsoring organization. Such an organization must not only have a county group but there must

also be a breakdown of this county group into local or community groups. It seems necessary, also that this county organization (fed by the community groups) must have a big part in the planning and the carrying out of the program.

Now accepting as a fact that through the years the Extension Service has demonstrated the necessity for and the importance of local leaders in reaching and helping rural families solve their agricultural and homemaking problems let us look to the future. What extension does in the years ahead in a local leadership program will depend upon each extension worker's concept of:

1. The development of local leadership as an educational process which will increase the ability of the individual.
2. The development of local leadership as a means of reaching the last family down the side road with information which the particular family needs in meeting the agricultural and homemaking problems. This was demonstrated during the war by the so-called Neighborhood Leaders system.
3. The development of a local leadership which will help the rural families to recognize and handle their own problems in the best way.
4. The development of a well-informed leadership that will be able to advance agriculture and rural life.
5. Finally, the development of a local leadership able to take its part in our democratic government -- county, state, nation, and the world.

What is a leader?

Many definitions have been given -- a somewhat different one in each dictionary. Dictionary: "One who leads, guides, conducts, directs, or controls." E. C. Lindeman's definition: "An individual whose rationalizations, judgments, and feelings are accepted (responded to) by the group as bases of belief and action."

Then we find leadership defined by Ordway Tead as "Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable." You will notice the emphasis in this definition of leadership is placed not upon the ability to command or to dominate but upon the satisfaction and sense of fulfillment secured by the followers of the true leader. The achievements of the leader are not emphasized. The group and what the group wants are emphasized. In leadership there is direct, face to face, contact between the leader and the followers, and in which all may participate more or less directly.

Bogardus says: "Every person not only has leadership traits, but also has what may be called followership traits in another."

There are certain fundamental conditions of leadership as we are considering it. The first one is the devotion of the leader to the welfare of the group; and second, that the leader is a leader only as he is a member of a group; third, every group has some sort of leadership, good or bad, strong or

weak; fourth, the success of the group depends chiefly on the strength of the leadership; and fifth, to secure the better development of rural groups the most important matter is to improve their leadership.

Kind of Leadership Needed:

From the experience of extension workers we find we need two general types of leaders:

1. Subject matter -- such as leaders in nutrition, gardening, soil conservation, poultry, or health, or any project or phase of a project on either a county, community, or neighborhood basis.

2. Organization -- such as presidents of farm groups, or home demonstration clubs, 4-H club sponsors or county chairmen for various undertakings. Neighborhood leaders who played a part in war activities were either organization leaders or subject matter leaders. Their best service was in contacts with neighbors.

Selection of Leaders:

Leaders may be determined in several ways:

1. Selected by the group (by an executive, by a committee, or board of directors).
2. Elected by the group.
3. Leader may volunteer.

The first two methods are best, and most democratic, and are the ways in which the group and leaders can work best.

Points which must be kept in mind in Determining Leadership:

1. Leader must be a person recognized and respected by his neighbors.
2. Leader must be interested (or you can create interest in him).
3. Leader must be able to do the work to be done. For example, a good church leader may not make a good clothing leader.
4. Leader must be willing to learn more about the job to be done. Must come to training schools or get more information in other ways.
5. Leader must be able to give time to leadership work. It takes time (sometimes necessary for leader to have transportation).
6. Leader must have some enthusiasm for the work. This can be developed.
7. Leader must be dependable.
8. Leader must have patience, persistence and not too easily discouraged.
9. Leader must have some vision and must be one who has or who can develop a certain philosophy with regard to job to be done.

One author names the following as essential qualities in a leader:

1. Physical and nervous energy (health).
2. Sense of purpose and direction.
3. Enthusiasm.
4. Friendliness and affection.
5. Integrity.
6. Technical mastery.
7. Decisiveness.
8. Intelligence.
9. Teaching skill.
10. Faith

Sanderson says: "In a study of the personality characteristics of county agricultural agents, Director H. C. Bansower found that 'integrity, perseverance, faith, ability to plan, vision, initiative, and courage' were the characteristics in which the most successful agents ranked highest, while 'enthusiasm, vision, ability to plan, and initiative' were the qualities in which the poorest agents ranked lowest."

Now don't be discouraged -- some of these qualities may be latent, others apparent.

Training of Leaders: "That which you do for yourself dies with you; that which you do for others lives long after you are gone."

A. From the supervisor's standpoint

As the work of the county worker increases, the question of find and training leaders becomes more important. The supervisor can:

1. Help the county worker see how volunteer leaders can be used in the program as assistant teachers.
2. Emphasize with the county worker the need to develop plans for the use of local leaders in meeting local needs.
3. Help the specialist and agent to break down practices into more simple parts which may be used by local leaders. Help agent develop methods by which the leaders may do a good job.
4. Help the agent to have successful experience in use of local leaders. One or two successful attempts will create confidence.
5. Show the agent that leadership development may be slow but the results over a period of years are worth-while. (Leaders live in the community and therefore have continuous possibilities for helping.)
6. Help agents to plan and allow time for proper development of leaders.

B. From the county agent's standpoint:

In training and developing leaders it is necessary to:

1. Furnish leader with information on the related needs and the goals to be achieved.
2. Be sure leader knows what he is expected to do.
3. Train leader how to do job, that is, how to carry out recommended practice.
4. Train leader to carry out a step at a time -- too confusing for leader to be trained in too much at one time. (Also true for followers.)
5. Inform the leader as to various tools which he may use to assist the people to be served: demonstration at a local meeting, result demonstration, home visit, telephone call, etc.
6. Encourage leader to show by doing, that is carrying on demonstration at home.
7. Urge leader to enlist neighbors in doing the recommended practice. (Real leaders have influence with neighbors to get this done.)
8. Provide necessary written material for leader which will help him do specific job. (Not too much but specific and simple and direct.)
9. Give adequate recognition to the leader and his accomplishments.

A study among 299 Extension leaders in Missouri brings out the fact that 158 expressed belief and satisfaction that their work resulted in community improvements. They felt, too, that they had positive signs to convince them of their own individual improvements. But this is not enough. Leaders want and need public recognition which the agents can arrange for them.

Function of Leaders:

1. The leader keeps agent informed on needs and problems of neighborhood.
2. Leaders serve as members of planning group when program is developed. They know the needs of their community.
3. Leaders take (or in some way pass on) information to all rural families and try to stimulate them to take appropriate action.
4. Leaders develop local initiative and responsibility - this is very important in democracy.
5. Leaders provide others with the opportunity for leadership development.
6. Leaders are eager and ready to advance agriculture and improve rural life.

M. L. Wilson says: "A fundamental problem in democratic organization is that of the recruiting, developing and functioning of leaders at all levels from the smallest local group to the central government." There is no dearth of potential leaders in rural America. The absence of stimulation may have kept them from being acknowledged."

VISUAL AIDS AS A METHOD OF TEACHING IN APPOMATTOX COUNTY

G. L. James

I am very glad to speak to you this evening on the trends and helpfulness embodied in the use of Visual Aid in Appomattox County. This equipment has very definitely helped as a teaching aid, has increased interest, enthusiasm and attendance. And it most certainly has broadened the county program. I have been able to accomplish more at meetings and in the field among adults and 4-H members, through the use of this equipment. I also learned that you cannot permit the novelty to wear off through excessive use. Visual aid should be staggered into your working program as the opportunity presents itself.

In short, visual aid is not a new method of teaching. Primitive youth were doubtless taught to swim, fish, hunt and protect themselves through observation and imitation. Primitive man certainly learned to convey his thoughts by signs, gestures, facial expressions and crude imitations - long before he developed a vocabulary with which to express them orally. I think the best definition of visual aids is "seeing experience." Scientist tells us that a person absorbs or retains 90% of what he sees while on the other hand, reading and lectures rate very low in comparison - from 30 to 60%.

There is a large field from which points can be taken with relation to visual equipment and its users. However, I shall discuss them with relation to the experience in Appomattox County. I will relate the experiences under three headings, namely: (1) The Expense (2) Evaluating the Program (3) The Extent to which the Materials and Products are to be Used.

Now, let us take the expense. It may seem to you that three or four hundred dollars for a film projector, \$75 for a SVE tri-purpose projector, or \$80 for a 35 mm camera is a great deal of money, it is, but it is not out of proportion to the value which will be received from the use of this equipment. Let us consider the value it will be to each farm family, or you may even divide the cost on a per person basis in your county, with relation to benefits received. It certainly would be cheaper and more effective than a series of meetings or useless farm visits to an individual's home. Whereas on the other hand, a good picture containing the point or fact, will drive home in the minds this particular idea of yours is a fact and has actually been done before - as he had seen it. Farm folk are often skeptical and often believe various practices have never been tried and the measure up to the quotation, "Do not first for which the new is tried...." Therefore, by seeing that others are doing the same job and succeeding, they will attempt new things.

The cost of the sound projector was \$450 with a 20% reduction, because of the use it was to serve. I secured the total funds from the Board of Supervisors. This machine is used periodically by the County and Home Agents and myself. This machine is an Eastman product. The same type was used by the Navy. It is very compact and simple to operate. It is now complete in this box as you see and in a few moments, I shall demonstrate how quickly it can be put into action. These screens cost \$18.00 and \$15.75 respectively. They operate very easily and are conveniently transported.

The SVE Tri-Purpose Projector is put out by the Society for Visual Aids and cost \$76.75 complete with the rewind. A demonstration on this machine will also follow.

This 35 mm. camera is a Mercury II manufactured by Universal Camera Corporation, and cost \$89.50. It is modern in the respect that range finder and light meter mechanism are contained within producing good pictures in the hands of a beginner. It takes a double negative from the exposure. With a 32 exposure roll of film you can take 64 different pictures. I shall show some of the pictures taken with camera in the county. The film cost 65 cents per roll and reversed into slides for 8 cents per exposure. Color film costs \$2.76. This includes developing and mounting. The tripod and pan head were purchased used and the total cost for the two was \$10.

The regular Kodak which most of us now possess is still a necessary piece of equipment in that pictures can be taken and cuts made for publicity a bit cheaper than the 35 mm camera reproductions. The itemized total cost you will notice on the blackboard. The sound projector will serve by itself, but under the plan that I am outlining, the SVE and the 35 mm. camera should be purchased together.

The 35 mm. camera)
The Tri SVE) were purchased by the County
The Tripod and case) Advisory Board.

The second subhead we will take up under evaluating the program is the extent to which the materials are or can be used. You must have a planned program and apply the visual aid treatment at the right time. A film projector will draw a large attendance, but do not wear off the novelty the first six months. Choose your films wisely. As Extension workers we have an unlimited field, film strip, and slide library at our disposal, dealing with all phases of farming, home-making, and 4-H activities. Plan to use your projector not more than twice a year in each community. This tends to arouse interest and keep that group together. You will find the response to discussion will greatly improve. As for the tri-purpose projector it may be used at any or all adult and 4-H meetings. The slides or film strips should, of course, relate to your subject. When ordering these slides be sure to ask for the lecture notes that accompany each subject. They are already prepared and condensed so that you may consult them from time to time in your discussion. Many points come to one's mind when a subject is flashed on the screen and each person in the room has the opportunity of seeing the same pictures at the same time, and ask questions concerning their immediate problems. A meeting where slides are shown ends with the farmer realizing that he has learned something, and the Agent pleased because of the interest and discussion that took place.

This past year many farmers had visited my office, written letters, and through farm visits, complained of tobacco "Blue Mold," and its taking a large percentage of their planned profit. They were instructed to use Formate solution as a spray, told when to spray, how much, and how often. A slide film was secured and shown in five communities in the control and cure of blue mold. This was done in April, a month before planting seed beds. As the film was shown, the points to be stressed were made. The farmers spoke out loudly as they saw the ravages of the disease in such words as, "That's it, that's the way it did my plants last year." And as the meeting progressed, they asked excellent questions and a lively discussion took place. They agreed, 12 of them, to spray.

Through touching on an existing problem, actually seeing the same destruction in the "movie," making it vivid to them, they, of course, pledged and carried on these demonstrations with great success. One of the top tobacco producers in the county, Mr. Charles Marshall, had a bigger yield, more acreage, and naturally his sales brought good dividends. He says that this year he will be more encouraged to have more and not fear losing but a very small per cent, if any. This points to the statement, "Seeing is believing," because recommendations don't always mean practice, as Formate hadn't been used by them before, but the visual experience drove the fact home even more.

Landscape pictures have been shown, and ideal farm home and surroundings, in an effort to let those families see what is possible. As a result of this, Mr. Charles Tanner, and family, of Spout Spring are now in the process of farm beautification. On one of Mr. Newsome's visits to the county, he passed this farm on Route 460, mentioned it as an excellent farm for pasture, and ideally located for a grand project. Mr. Newsome talked with Mrs. Tanner, explaining to her the importance of good pasture, garden, and home surroundings. At that time their home was a white frame building, located on a slight hill about 500 feet from the highway. The front surroundings are a nice grove of shade trees and about five acres in front of the dwelling. Through continued talk with the family, as they have always been cooperative, and have had a good garden, and educated their nine children, they have in the last year brick veneered their home, cleaned their yard, and are now waiting on the weather to plow, disc, and seed these front plots in Ladino clover for pasture. Three weeks ago, Mr. A. G. Smith, Landscape Gardener of V. P. I., visited this farm, suggested a landscape plan, and the work will soon be well on the way.

I could enumerate other examples of inspiration given to farmers and their families growing out of continued work with them and the part films and photographs have played in giving them an ideal to strive toward, and more will be said as I show the slides of work done in the county. These films furnish definitely such ideals or mental images, and as Robert Browning so beautifully stated, "A man's reach must exceed his grasp, Or what's Heaven for."

As for the 35 mm. camera, from which the professional slides are made, you have the opportunity to take pictures that deal with the personal side of the farmer. He takes great pride in a picture of himself and his farm in your county, when a picture appears on the screen, and the Agent relates how Mr. Jones successfully grew this fine field of clover, Hybrid corn, or some particular type of livestock. It here serves as a means of encouragement, reward, and illustrates what is being done. Also the fact enters here that the neighbor sees what Mr. Jones has accomplished and 9 out of 10 times he attempts to do likewise, and excell in the same thing or some activity; whereby, he will rate his picture taken. This is simply the way human nature works.

And now the third point: Manner in which the materials are utilized. The expense of the materials and the number of times used represent only indirect measures of the value of these three pieces of equipment. Results accomplished is always the main point of view, by yourself and your employers. Do not expect this project to be an overnight wonder, as in all worth-while accomplishments, it may take some time for you to realize the extent of the harvest. However, some benefits will appear such as, better material for monthly and annual reports, better demonstrations in crop and livestock, apparent renewed interest, and the

extent of improved methods of farming, these features will undoubtedly show something about results obtained. As for the agent, he may compare work done in previous years with his present accomplishments. The greatest value to the agent of slide pictures taken in his county would be that they are visible evidence of work accomplished, which of course will mean much in regards to our Supervisors and that little trip we make occasionally to the Board of Supervisors.

In ending this part of the demonstration, let us list a few statements in favor of visual aid equipment.

1. Your county program can take on new interest for yourself and cooperators through the use of visual aid equipment--with any one or all three of the machines mentioned.

2. This is the possibility of your Board of Supervisors or the County Advisory Board financing this equipment, with the following argumentative basis:

- a. Visual aid is a nationally accepted method of teaching.
- b. Ninety per cent of what a man sees is retained in his mind.
- c. The cost per individual in relation to benefits received is low.
- d. More interest, efficiency and work may be accomplished.
- e. It presents a visible record of accomplishments.

3. There is a film library at our disposal, free of charge, containing films and slides on any of the Extension methods we shall attempt to teach, and there is no special training necessary to operate this machinery, and the cost of upkeep, once the equipment is secure is practically nothing and it will last many years. The agent will reap endless benefits as a result of adopting this project.

HOW CAN THE EXTENSION AGENT EVALUATE HIS OWN WORK IN THE COUNTY

Miss Lucy Blake

Definition of Evaluation:

- A. In a broad sense the words "evaluation," "measurement," and "appraisal" can be used interchangeably. "Measurement", however, although sometimes used as a synonym for "evaluation" may better be used for the process of collecting the statistical and other data required for evaluation.
- B. More specifically stated evaluation may be thought of as a "process by which the values of an enterprise are ascertained." Said another way, "Evaluation is an analysis by which one is able to understand and appreciate the relative merits or deficiencies of persons, groups, programs, situations, methods, and processes." It is "a method for determining how far an activity has progressed and how much further it should be carried to accomplish objectives."

Purpose of evaluation or measurement:

- A. One of the first questions to be considered in an evaluation program is the use to be made of the measurements. We have listed six:
 1. Evaluation helps us to determine progress.
 - a. How the plans for the year are progressing.
 - b. How effective the program has been.
 - c. What improvements are desirable in plans for the year ahead.
 2. Evaluation helps us to determine the degree to which we are accomplishing that which we set out to do:
 - a. It helps us to determine the degree to which each of the larger purposes of Extension is being accomplished.
 - b. It helps us to determine the degree to which each of the specific purposes is being accomplished.
 3. Evaluation helps us in guidance:
 - a. It helps us to know more about our clientele
 - (1) Their needs either expressed as desires or wants, (2) their interest and (3) what they want from Extension.
 - b. It helps us to know individual differences (1) in groups, (2) within groups, and (3) out of groups.
 - c. It helps us to know what values they may hold; something of their customs.

- d. It helps us to what people accept, what they reject, where they are having difficulties.
 - e. It helps us to know what they do as a result of Extension; what progress they are making so that we can give further guidance.
4. Evaluation serves as a check on our extension teaching procedures:
- a. It helps us to judge from impartial and objective evidence the effectiveness of our different methods of teaching, such as (1) relative effectiveness of extension methods, (2) effectiveness of written materials, (3) radio, and (4) result demonstrations.
 - b. It helps us to judge the effectiveness of (1) different extension program planning procedures, (2) supervision, (3) administration, and (4) extension organization.
 - c. Claims are made relative to the possible merits or defects of the above teaching methods or phases of the conduct of extension. Valid and objective evidence is needed to test each claim.
5. Evaluation provides a report to the public. It provides evidence to the community of the value of the program.
6. Evaluation gives satisfaction to the rural cooperators and leaders in creating a sense of accomplishments.
- B. Summary of purposes. Evaluation contributes to these six purposes:
- 1. It provides a periodic check which gives direction to the continued improvement of extension work.
 - 2. It helps to determine the degree to which the important purposes and specific purposes of extension are being attained. It helps extension workers and rural people to clarify their goals.
 - 3. It furnishes data regarding rural people essential to program planning.
 - 4. It can serve as check on extension teaching methods and extension procedure.
 - 5. It can provide evidence to the community and county of the value of the program.
 - 6. It has a value in giving satisfaction to cooperators and leaders in creating a sense of accomplishment.

Steps in procedure:

A. Clarification of extension objectives:

1. It is necessary to formulate a statement of extension objectives. This is done nationally, by each state and county and local groups. These are re-evaluated from time to time.
2. Objectives are likely to be at various levels.
3. Objectives are likely to be too numerous for practical treatment.
4. Objectives are likely to be vague.

B. Select objective or objectives for measurement:

1. It is necessary to limit the number of objectives selected for any one study.
2. Clearly define each objective in terms of behavior. Some objectives are vague and mean different things to different people.
3. The objectives chosen should be significant and key objectives.
4. Early studies should include objectives for which there are well-established evaluation techniques.
5. As later studies are planned, other objectives including the so-called "intangible" objectives should be included.

Extension Objectives:

A. Extension work is educational -- its most important objectives are its educational ones. Any effective educational effort must have:

1. Objectives -- what you propose to accomplish.
2. Plans of action -- program planning phase.
3. Plans of execution -- teaching methods.
4. Evaluation -- determining extent of progress.
5. Periodic reconsideration of each of the above phases.

The test as to whether or not an activity is educational is "does the activity result in changed behavior on the part of the person to whom the education is directed." Changes brought about in the process of education may usually be classified as:

- (1) Changes in knowledge -- or things known -- amount of knowledge -- kinds of knowledge -- habits or habitual traits.
- (2) Changes in skills -- or things done. How easily and effectively the person does something -- the number of things he can do well -- the complexity of this. Skills may be divided into two groups, namely: THINKING -- ways of thinking -- ability of the person to work out solutions to something he did not have before, and ways he goes about meeting new problems.
MANUAL OR PHYSICAL -- such as pruning a tree -- how successfully or how well he is able to do it.
- (3) Changes in attitudes -- in addition to knowledge and skills we have tendencies toward certain behavior -- points of view -- what one does when he has perfectly free choice in the matter -- these are attitudes.

Notes from Evaluation Workshop.

EVALUATION

Mrs. Thelma T. Newlett

I. Assumptions

1. That the programs are educational, therefore, the purpose is to bring about desirable educational changes on those participating; learning is to take place through experience provided through the extension program.
2. That direction in which learning is expected are the desirable changes in attitudes, skills, knowledge.
3. That studies of educational values of extension work are concerned with getting evidences of the degree to which educational objectives are being obtained.

II. Problems in Measurements

1. Formulation of objectives.
2. Defining objectives.
3. Revising method for collecting and recording evidences of growth in educational objectives.
4. Development of practical and valid methods.

III. Evaluation Devices

What methods are we going to use to evaluate our work in our counties? All of us use our annual narrative and statistical reports to evaluate our work. Mr. Briscoe from the Washington office will help us in his discussion to use our reports more effectively.

A. Statistical Report -- tangible results.

1. Number of people worked with.
2. Kinds of things grown, made, repaired, etc.
3. Practices adopted.
4. Figures can be compared with past records and census figures to give measurement of progress.
 - a. Compare 1945 accomplishments against 1946.
 - b. Note improvements made, etc.

B. Narrative report -- intangible results.

1. Record kind of progress that cannot be reduced to figures.
 - a. Attitudes.
 - b. Interests.
 - c. Problem solving ability.

Tangible results are thought of as evidences of educational changes expected in people. Many of you use different methods to secure reports for your statistical reports. It is desirable, however, to have the specialist, agent, and local people to work out report forms as a part of the teaching plan. Must have definitely in mind the objectives selected for study and the evidences you need to look for to show progress.

C. Annual Reports.

How do they help us to evaluate our work? Or rather do we really use them as a means of evaluating our work?

If we do, then we should go back to our plan of work and check accomplishments against our goals:

1. See what our goals were - or what we set out to do.
2. See what was accomplished.
3. Why was a certain amount done.
4. See where I failed and why.
5. Were the goals good?
6. Just why did I fail -
 - a. Lack of leaders.
 - b. Poor preparation.
 - c. Poor methods of procedure.
7. Check 1947 Plan of Work against 1946 Plan of Work and Annual Reports.

Other devices have been used and tested over a period of years. Many of them we have used others we have not tried. I find that we have been doing many of the things, but have not been thinking of them in the terms we are discussing today.

D. Check Sheets

Recently we received such a sheet from the district office. We had a chance to check our accomplishments along the line of various activities we had carried on in the county, state, etc. Now, if we were not able to score as well as we liked, we have a copy of it in our files and next year when we check such a sheet we can make a definite comparison.

E. Surveys - through schools, 4-H club members, leaders, and cooperators.

F. Spot Check - to determine extent of participation in Extension activities and of certain practices followed.

G. Studies - to find out the needs of the people, where they live, number of persons in the family, do they grow a garden, have poultry, etc.

We are familiar with the study, Negro Life in Virginia 1865 - 1934, made by Dr. W. E. Garnett, and Dr. John M. Ellison.

H. Questionnaires - to determine skills, attitudes, whether we like this or not.

I. Random Sampling - to determine the extent to which rural people are accepting the teachings of extension.

TECHNIQUES IN PREPARING INFORMATION RELEASES AND CIRCULAR LETTERS

Sherman Briscoe

In addition to being agriculturists, home economists, rural sociologists, and psychologists, the farm and home demonstration agents also are newspaper reporters and public relations officers.

When you send an article to the paper announcing a demonstration, reinforcing a circular, giving an account of a fair, a stock show, a tour, a farm meeting, or a result demonstration you have conducted, you are acting in your role of newspaper reporter. I think we ought to point out here that by reporting the results of your demonstrations you are extending the effectiveness of your demonstration work and multiplying your effort many times.

And the local papers are anxious to carry your reports. Every time I talk with an editor, especially those in the South, they always request more local material and that means more news from the county agents. It seems to me that you might take full advantage of the open market and make more information about your program available to the local editors. You might use the press to stimulate your farmers to greater activity by citing the achievements of other farmers; you might use the press to increase the prestige of farming as an occupation and help give farmers an increased sense of their importance in our economic scheme; also you might use the press to get information to the general public about Extension work so that the public may keep informed on these developments and understand more fully the results being achieved with their tax money.

It seems to me that because our experience in farming has not always been a happy one, increased emphasis needs to be placed on the prestige values. This, I believe, will help more farmers to do a better job and to see farming as an important business from which they may derive a satisfying life.

Part I

Techniques in Preparing Information Releases

Now, let's come to the task of preparing our releases for the press in a more acceptable manner so that they may receive a more cordial welcome in the editor's office, as well as put your message across more effectively.

First of all, a point or two on the organization of the weekly newspapers. Most of them have small staffs. Of course, you are fortunate to have the Norfolk Journal and Guide and Afro-American in your state. These papers maintain staffs sufficiently large to edit your material very carefully. But the average small weekly is operated by two or three persons. The editor may sell advertisements and help with the printing of the paper in addition to writing and editing several stories. Obviously his time is limited. Sometimes a couple of minutes are all he may have to devote to your story. If it's in good shape, he'll probably rewrite the head and throw it into the linotype basket, if it isn't, he may put it aside to rewrite and never get to it again. So, it is important that the story is well written when it leaves your office.

Also, because the editor's time is limited, it's a good idea to write a suggested head for your story and place it at the top of the first page. After you have written your story, simply summarize the high points of it in eight to ten words. This is the head. At a glance the overworked editor will know what your piece is all about. And in order that he may know who is responsible for the story in case he would want additional information, the agent should place his name and address in the top left hand corner of the first page. In the top right hand corner, the place and date line should be given.

Here are two other important points about the form: The copy should be legibly written by hand or preferably typewritten. Typewritten copy is usually double-spaced. Paragraphs in either case should be indented adequately -- from five to ten spaces on the typewriter.

Constructing the News Story

Now let us consider the story proper. An important principle to keep in mind is that your story should be no longer than is absolutely necessary to include all of the essential facts with a reasonable amount of embellishment. Remember, our newspapers carry only brief summaries of highly selective events which they feel people most want to know about -- the unusual, the significant.

Types of News Stories. There are three types of news story construction: (1) The Wedge, (2) the Wiener, chronological, or narrative form, and (3) the upside-down form, or the feature.

About 95 per cent of all stories appearing in our newspapers are constructed on the wedge-shaped model. So this is the pattern on which we shall place our greatest emphasis. In England and some other foreign countries, the Wiener form is used more extensively. This is because many of their stories are not so highly summarized.

The upside-down form -- the surprise ending, the withholding of the main point to the very end -- is used largely in features and in magazine pieces. Occasionally you may use this form in an attempt to make sure that your readers get all of the facts presented in your story. You may start a story, aimed at fighting cholera, something like this:

Nobody can tell Farmer Joe Smith that it doesn't pay to vaccinate pigs early, he has learned the hard way . . .

Then the story recites Farmer Smith's experience with cholera, finally building up to the climax of his great loss of 40 or 50 hogs because they weren't protected by vaccination.

Let's get on the wedge-shaped form. When you sit down to write a story you take out your notes and consider all of the facts you have taken down. After canvassing your notes, you may cull out some of the things you have taken down as being of no value. The other facts you will attempt to present in an orderly fashion. Starting with your most interesting or most significant fact, you will progress to your least important fact. This is the way of the wedge.

Parts of the News Story. A news story has two principal parts -- the lead and the body. The lead of a news story is its beginning. In straight news reporting, the lead serves to tell the reader quickly and briefly what the story

is about. It is the introduction. The lead presents immediately the most important or the most interesting factor of the story. This is in line with the tempo of American life.

The length of the lead varies. Usually the lead is short, consisting of the first sentence or the first paragraph, but sometimes it may run into two or three paragraphs.

Function of the Lead. The lead serves to save the reader's time. If the reader has the time to read nothing more than the lead of a story, he has the basic facts. The lead also stimulates the reader's interest in a story, and it helps to solve the space problem of publishers. Because there is only limited space in the newspapers, stories must be flexible. If in making up the paper, a story is too long for the space, the length of the story may be cut by simply taking off one or two paragraphs at the bottom. Because the lead contains most of the essential facts, and the amplifications are made in the descending order of importance by the wedge pattern, then nothing of vital importance can be lost by cutting off a few paragraphs from the bottom. Even if all of the story must be eliminated except the lead, the reader still will have most of the essential facts.

Characteristics of Good Leads. Formerly, the standard of a good lead was determined by whether or not it answered all the formal news questions: Who, what, when, where, why, and how. However, such extension leads are not typical of today's newspapers. Modern leads may answer only who and what with where and when in the date line -- (NEW YORK, Jan. 15.).

In the lead the writer puts his best fact forward. The fact should not be buried under cumbersome details. The best fact should be put forward briefly, concisely, and interestingly, opening the sentence with the most dramatic or most appealing word in it.

The Body of the News Story. From the lead the reporter goes into the body of his story. With the wedge-shaped story the wedge-shaped body is used. This is to say, the facts are added in descending order of importance; in the upside-down story, the material is reversed and follows in ascending order of importance. In the winner story, the body follows in historical or chronological order. In reporting the achievements of farm people, the historical approach is often used to show the sharp contrast between current operations and those of some years in the past.

Avoid editorializing or projecting yourself or your opinions into the story by attributing all statements to someone. Example: according to County Agent John Doe, Extension officials point out, it is said, or the Director stated.

Integrate your facts and your characters into the moving stream of your story. Avoid stills. Let your characters participate in your story. Attribute statements to them, etc. Example: Instead of "Farmer Jones is one of the most successful farmers in the county," say, "Farmer Jones, one of the most successful farmers in the county, raised 20 hogs last year in addition to his tobacco crop . . ."

Instead of "The fair was directed by John Doe, County Agent," say, "County Agent Doe, who directed the fair, awarded prizes to the winning contestants. . ." or "County Agent John Doe, who directed the fair, said that more farmers displayed exhibits this year than ever before . . ."

Summary. The news story is built by first arraying the facts in descending order of interest or importance, then decide what pattern the material can be most effectively presented. That decided, select either the most important or the most interesting facts of your material and use them in your lead.

Add in the other facts in order of their importance or in chronological order, whichever may be used most effectively in getting the message across. The story material may be embellished by using direct quotations and figures of speech, but use these sparingly. Never forget that you are summarizing; keep your story reasonably short.

Above all, be sure that your story is perfectly clear. Steer away from esoteric language and unusual words. In other words, make your sentences short and simple; use simple words; place your phrases properly, use good connectives, such as: however, in addition, besides, again, etc. Make your transitions clear with such terms as: In contrast, another phase of the problem, etc.

If a figure is significantly small, make sure that the reader does not miss the point. Example: Farmers in Prince George County have only a dozen tractors. On the other hand, if the number is significantly large, get the point across. Example: Even in Prince George there are more than a dozen tractors.

Keep your paragraphs short. Paragraphs of news stories are much shorter than regular composition paragraphs. This is because the newspaper columns are so narrow in width -- usually only two inches. Long paragraphs would appear difficult to read and therefore, less inviting to the reader.

Here are some other things to guard against: (1) Beginning a sentence with digits. Instead of writing -- 12 farmers, say Twelve farmers.

(2) Misplaced elements in your sentence: Farmer Smith only planted corn. (for) Farmer Smith planted only corn. Hot plates of soup are served at the local school. (for) Plates of hot soup served . . . The farmer could see his cattle coming over the hill from his window. (for) From his window, the farmer could see his cattle coming over the hill.

(3) Dangling modifiers: Having plowed his field, his corn soon came up. (for) Having plowed his field, the farmer soon saw his corn come up.

Suggestions for Stories

1. Build stories around the seasonal activities:

Winter months -- planning, announcement of crop demonstrations to be carried out, acreage of cover crops in your county, annual summaries of crop production.

Spring months -- Planting, getting chicks started, spring pig crop, gardening, soil conservation practices -- terracing, strip cropping, and contouring.

Summer months -- Canning, weeding and watering the garden, harvesting peanuts, tomatoes, and other truck crops, marketing activities.

Fall months -- Harvesting, labor needs, seeding cover crops, storing potatoes, etc.

2. Prepare spot news stories such as announcements of demonstrations, tours, shows, fairs, meetings, circulars and bulletins mailed out.
3. Prepare success stories based on results achieved by farmers who follow recommended practices.
4. Cultivate the habit of preparing at least one story each month.
5. Cultivate your editor. Visit him occasionally and tell him what you are doing.

Part II

Techniques in Preparing Circular Letters

Next to the news article, the circular letter has been found by the Extension to be the least expensive of all other means -- on the basis of ratio of practices adopted to costs -- employed in reaching farm people and getting them to act. And even though the circular letter does cost more to produce and deliver than does the news article, the former has the definite advantage of making more direct appeal.

County Extension offices prepare and mail an average of about 154 different circular letters annually.

About how many different letters do you send out in a year?
What percentage of them would you say are read?
What percentage get the desired response?

Discussion

The problem then is: How can we prepare letters that will have a wider reading appeal and, thereby, get greater response?

There are three principal steps in preparing a letter: (1) State the problem, (2) relate the problem to the reader's interest, and (3) tell the reader what he can do about the problem.

Now that we have the skeleton, let's put on the flesh, the muscles and sinews.

What about illustrations? Appropriate illustrations attract the reader's attention to the statements made in your letter: They serve to reinforce your

statements and develop interest. Extension Service has compiled several sheets of illustrations under the title "Spots for Extension letters and publications." The two most interesting illustrations I have seen were used in Time Magazine circular letters. One consisted of a string attached at the head of the letter. The opening sentence read: "Tie this string around your finger so that you won't forget to renew your subscription to Time."

The other letter contained a key and read: "I don't know what this key will open, unless it is your eyes . . .

What about the salutation? List the type you find most effective in your county.

Most authorities agree that the salutation ought to match the personality of the writer. If his relation with the farmers in his county is informal and friendly, then perhaps he might open his letter with: Hello there! or Hey, Folks! or Good Morning! Dear Sir and Dear Madam are somewhat formal salutations, but may be used quite effectively -- depending upon the personality of the agent. Other salutations are: Dear Cooperator; Dear Club Member: Dear Tobacco Farmer:

Of course, the best salutation is the personalized ones: Dear Mr. Brown. If an agent has a sufficiently large clerical staff he may personalize his salutation. This may be done quite effectively by multigraphing the letter rather than mimeographing it.

The Opening Approach. Whether your reader proceeds or stops abruptly and throws your letter into the fireplace depends largely upon your opening sentence. The agent should think through the problem and how it relates to the farmer very carefully before writing down the opening sentence. He should try to pack into it a punch that'll make the farmer settle back in his chair and proceed to read the entire letter.

Some letter writers have found the question approach unusually successful in catching the reader's interest. Here are a few examples:

Are you waiting for Blue Mold to take your tobacco crop?

How many of your pigs did cholera get last year? Other effective opening statements are: I know what you are up against . . . and, Farmers can make money growing hay, if they . . . etc.

The Body of Your Letter. Keep your letter informal, but to the point; keep your sentences short and easy to read. Write as you talk.

Use frequent personal references and common experiences to keep up the interest. By all means make the farmer aware of his problems and what he can do about them. Close your letter with a punch that will keep the farmer thinking about the problem.

Let's Write More Interesting Circular Letters. Write as you talk; make your letter neat and attractive.

THE AGENT'S FUNCTION IN CREATING PARENT AND
PUBLIC INTEREST IN 4-H CLUB WORK

W. A. Turner

When we consider that in Virginia,

1. The highest number of arrests is among the 17-year old group.
2. Fifty-nine white farm boys and 44 white farm girls in each 100 stopped school at the 7th grade or below, while 84 Negro farm boys and 75 Negro farm girls in 100 stopped at the same level.
3. There are more than 420,000 boys and girls in Virginia of club age but our total 4-H enrollment is only 40,133. That we are reaching approximately one out of every 11.
4. That the average number of years in club work is:
White members - 2.1
Negro members - 2.9
5. That the average age of club member is:
White - 12.8 years
Negro - 13.0 years

we see the real importance of creating more interest in club work.

There are a few fundamental facts that must be kept in mind if we Extension workers are going to create parent and public interest in 4-H Club work, and while it is not necessary for me to go into any detail in connection with any of them, I want to mention briefly a few of them because I am confident that they are related and will determine to a large extent our success in creating interest in 4-H Club work.

1. That 4-H Club work is a part of the Agricultural Extension program, not just another thing to be done if and when we find time to do it. Nor just tacked on to the Extension program.
2. We cannot create or develop parent and public interest in 4-H Club work unless we are both interested and enthusiastic about club work, unless we are sold on club work.
3. The interest we create or develop will, in most cases, be in direct proportion to our efforts, provided our efforts are directed or prompted by our interest and enthusiasm.
4. It will also depend on our ability to select, train and use local people who are also interested in the rural boys and girls.

So, as we approach or consider this topic, we find that we are trying to do what? Create interest. Interest in what? 4-H Club work. Interest among whom? The parents and the public.

What is 4-H Club work? (card attached)

What are the objectives of 4-H Club work? (card attached)

When we consider these objectives we find that the project, while it is a part of the club program, is not the important thing as some would have us believe. But instead, the 4-H Club member is the most important.

As I travel over the state, I find some club programs emphasizing one, two or more of these objectives at the expense of the others.

Parts of workshop - workman, materials and desired results.

We are the workmen. Our job is educational teaching. Teaching is defined as setting situations so as to get desired behaviour.

Our materials are:

- Information - given by (a) Personal conversation
- (b) Correspondence
- (c) News articles
- (d) Radio

People - advisory committees or leaders
Projects or demonstrations

Desired results - Interest or increased interest in 4-H Club work.

Now, how can this desired result be obtained? How can we create parent or public interest in 4-H Club work? The best way to do this is by putting on a good club program.

Some guiding facts or characteristics of successful clubs, members and loaders.. (Study of 4-H Club members attached)

Where there is a county with a strong Extension or 4-H club program, the job isn't difficult. But where there is a county where the Extension or club program has not been established, or well established, the job is much more difficult.

So let's take, for the sake of illustration, a county employing an agent for the first time. In this way more of the functions can be mentioned.

1. I'd find out the names of a few of the key people in the county and also the present organization, and I'd contact them by personal visits.
2. I'd contact proposed leaders or interested persons in the various communities, and arrange to meet with this group to explain 4-H club work to them. To advertise the meeting or get the word around, it might be necessary to get the names of boys and girls of club age, and the names of their parents, and contact them through correspondence or personal visits. Or arrange to attend a meeting or meetings of present organizations for the purpose of explaining briefly club work and announcing the meeting to explain it in detail.

3. At the meeting, I'd explain club work -- the requirements and opportunities, etc., using posters, leaflets and pictures, if possible.
4. Give out enrollment cards with instructions, and arrange for next meeting for the purpose of organizing if there is sufficient interest.
5. At next meeting, elect officers and give out further information or literature, particularly along project lines.
6. News articles about the club.
7. Write a letter to parents of all members giving:
 - (a) Brief facts about club work.
 - (b) The names of their son or daughter who has joined.
 - (c) The project that they have selected, and briefly what is necessary for the project to be successful.
 - (d) And then solicit their cooperation.
8. Arrange to visit the members if possible. The sooner the better. Visits by local leaders will help.
9. Invite parents to special club meetings.
10. Hold tours, picnics, exhibits and Achievement Day program.
11. Give recognition and publicity for work well done, for both 4-H club members and leaders.

Creating public interest:

1. Special club observances
 - (a) 4-H Club Week, posters, displays, special programs
 - (b) Rural Life Sunday
2. Have outstanding club or club members report on club work before civic groups.

To do this, or even a creditable job of club work will require the assistance of local leaders.

Who are leaders?

How are they selected?

What training and responsibility is given them?

What recognition is given them.

Study of 4-H Members in High School

Some pertinent facts are revealed in the statistical summary of a 4-H study made in six counties in Connecticut, Massachusetts and Vermont. Information was obtained from a segment of 4-H members, former members, leaders and parents or former members early in 1946. Some definite trends and correlations are clearly indicated, but wide generalization may not be made from these.

There are many advantages in making use of this information while planning for 1947. Hence, pending a more thorough study of the tables, the committee offers these preliminary conclusions. It is felt that they are based on good evidence, but are subject to revision after further checking, comparison and confirmation.

The present report seeks to answer at least in part the questions:

1. What are some of the characteristics of a local club that retains its members year after year?
2. Under what conditions are members most likely to continue their 4-H membership into the first and second year of high school?
3. What are the qualifications of and methods used by those leaders who have members remaining with them the longest?

Here are some of the facts revealed by the study and confirmed from more than one source in each case:

Clubs that hold members for the longest period of time:

- Have one adult and one junior leader.
- Are assisted by a sponsoring committee.
- Carry a year-round program.
- Meet from 10 to 14 times per year.
- Have from 10 to 14 members enrolled.
- Devote 50 per cent or more of meeting time to project instruction.
- Offer more than one project a year (not necessarily at same time).
- Meet in the homes of the members.
- Hold meetings lasting from one to two hours.
- Meet on evenings other than Saturday and Sunday.
- Have been established four years or more.
- Participated in seven or more events (local and county).

Members remaining in the 4-H work the longest:

- Are those enrolled at an early age.
- Carried only one project the first year.
- Carried progressively more projects after the first year.
- Enrolled as first year members in projects such as dairy, livestock and clothing rather than garden and canning.
- Joined a club to learn about farming and homemaking.
- Were visited by the local leader or club agent during the first year.
- Came from homes where parents were interested in 4-H.
- Exhibited their projects as first year members.
- Received awards the first year.
- Took part in judging, demonstration, county camp and community activities.
- Served as officers or committeemen.

Leaders with whom members remain in clubs the longest:

- Are farmers or homemakers.
- Attend leader training meetings.
- Were 4-H members themselves.
- Have the cooperation and interest of the parents.
- Plan programs with the members.
- Have been leaders for three years or longer.

Visit the projects of first-year members.
Are assisted by a junior leader.
Provide opportunity for judging and demonstrations.
Encourage attendance at county club camp.

The above suggestions are offered by the committee as an aid in planning the 1947 program so as to retain the interest of as many members as possible after they enter high school. A more detailed report, possibly with some additions and modifications may be expected after further study. This is in the nature of a progress report so that what information is now available may be applied at the earliest possible moment.

COOPERATIVE EXTENSION WORK AMONG NEGROES IN VIRGINIA

Dr. A. M. Myster

(Address was delivered over Radio Station WSSV at Petersburg, March 18, 1947)

The Negro personnel of the Virginia Cooperative Extension Service are participating in a workshop at Virginia State College. It is, therefore, appropriate at this time to point out the nature and significance of their work. The time available necessitates considerable abridgment of the statement which their activities justify.

The Cooperative Extension Service in Agriculture and Home Economics is a joint enterprise engaged in by the state land-grant colleges and the U. S. Department of Agriculture. It is a means by which rural persons both youth and adults receive, in non-technical language useful scientific information having applications in rural life.

Included among the personnel of the Virginia Cooperative Extension are 55 Negro professional workers.

The significance of their work from the standpoint of elevation of occupational standards is obvious from phenomenal improvements in farming practices. Soil conservation, fertility maintenance, and soil building programs have been put in operation. Modern implements and machinery essential for efficient production have been purchased.

The appearance of purebred livestock and hybrid seeds and poultry, furnish evidence of improved occupational standards among Negro farmers.

Farms distinguished by management practices consistent with sound principles of agricultural economics are common in communities once characterized by impoverished soil and impoverished people.

In the area of homemaking comparable advancements have been achieved. Year round gardens, consisting of a wide variety of products, and other enterprises for home consumption, have increased in both number and quality. Improved methods of preparing and serving food, and of selecting and caring for clothing and household furnishings, have been adopted, on a large scale. Practices and facilities contributing to improved health have also been reported for an increasing number of communities and families.

Likewise, the significance of Extension work among Negroes is manifested in the attainments of rural youth. Club activities have resulted in the possession, by Negro rural youth, of attitudes, ideals and abilities essential for efficient personal living and effective participation in community life. Individual incomes from 4-H projects during the past year, in excess of earnings of whole families during the late twenties and early thirties, represent additional evidence of the effectiveness of Extension work among Negroes.

The fact that the so-called submarginal population is represented in all of these improvements adds materially to the significance of Extension work. Furthermore, significant increments of praise are warranted by the contributions which Extension work is making to the preparation of rural youth for the responsibilities of adult life.

Extension agents have demonstrated remarkable ingeniousness in their teaching activities. Versatility in the use of teaching devices and skill in selecting appropriate methods of teaching account for the attainments here recited. And this heritage of good teaching justifies anticipation of continued effectiveness.

Summary

In view of the improvements in rural living which may be attributed to Extension work, the claim that Extension Service Among Negroes is second only to the public school system in its educational influence seems not be an over statement.

However, it is not claimed that Cooperative Extension work has attained perfection. On the contrary, persons interested in it recognize that considerable improvement is possible and desirable. Nevertheless, the results of the labors of Negro Extension workers stand as a justification of our belief that a satisfying life may become the common heritage of all rural people.

REPORTS OF WORKSHOP GROUPS

WORKSHOP PROBLEM I

THE FARM AND HOME AGENT'S OPPORTUNITY IN EFFECTIVE PROGRAM DEVELOPMENT, EXECUTION AND ANNUAL PLAN OF WORK

The purpose of this report is to set up definite principles that can be used in developing an effective program, plan of work, and methods of executing the same. Limited time prevented our going into detail, however, this report does show the basic principles in developing a program and plan of work. Methods of procedure in execution were attempted but are not as complete as the other part of this report.

Acknowledgement is made for the contribution of J. W. Rogers, C. A. Montgomery, and Mrs. E. C. Snowden.

I. Definition: An effective Extension program should include:

- A. A statement of major problems of the county. A statement of present situation with reference to such problems.
- B. A statement of objectives to aid in solving the problems.

II. Procedures in developing the program.

A. Studying the county situation.

1. Agents Responsibility.

- (a) Study census and other data.
- (b) Gather local information on county situation.
- (c) Arrive at tentative problems.
- (d) Prepare questions on important items, to be used at county meeting.

2. Leaders Responsibility.

- (a) Study community situation.
- (b) Present information at planning meetings.
- (c) Bring out community problems.

3. Joint Responsibilities of Agent and Leaders.

- (a) Analyze data.
- (b) State present county situation.
- (c) Determine problems.
- (d) Rate problems according to importance.
- (e) Determine objectives.

III. A Plan of Work should include:

- A. Goals to be reached during the year.
- B. Procedures and methods of reaching goals adopted for the year.
- C. Number of families expected to be influenced.

IV. Procedures for developing plan of work.

- A. Agents and committee set goals.
- B. Agents determine methods to be used in reaching goals.

V. The execution of the plan of work concerns the techniques and methods of procedure used in accomplishing objectives.

A. Agents' duties in executing the work planned.

- 1. Steer group activities.
- 2. Train leaders.
 - a. Method demonstration.
 - b. Farm and home visits with definite objectives.
 - c. Leader training meetings.
- 3. Use specialists when needed.
- 4. Give publicity to plans, procedures, and results of goals.
- 5. Evaluation in view of program of work.
- 6. Follow up goals that need further emphasis.

B. Overall group's responsibilities.

- 1. Promote county-wide activities.
 - a. Farmers conferences.
 - b. County tours and field trips.
 - c. County fairs.
 - d. Achievement days.
 - e. Special programs.
- 2. Help with financing county activities.
Awards, delegates expenses to state meetings, and so forth.

C. Set up problem committee to:

- 1. Arrive at possible solution.
- 2. Submit progress report.

D. Select demonstrators to:

- 1. Carry out recommended practices.
- 2. Keep records.
- 3. Report results.

E. Train leaders to:

- 1. Diffuse information.
- 2. Publicize activities.
- 3. Assist with assembling materials for demonstrations.
- 4. Report progress.

VI. References.

Books:

- Study of Rural Society- By J. H. Kolb and E. de S. Brunner, Houghton-Mifflin and Company (1946).
How We Think - By John Dewey, D. C. Heath Company (1933).
Rural Community Organization - By Dwight Sanderson and Robert Polson, John Wiley and Sons (1939).
Influencing Human Behavior - By H. A. Overstreet, W. M. Norton & Co., (1925).
Farmers of The World - By Brunner and Others.

Bulletins:

- Our National Resources.
Youth Movements Abroad.
The Southern Negro on The Farm.
The Home Demonstration Agent.
Extension Activities for Older Youth.
Farming as a Life Work.
Extension Work with Young Men and Young Women.
You Can Work it Out Yourself.
Social Organizations in Relation to Extension Service.
Democracy's Road Ahead in The World Crisis.

WORKSHOP PROBLEM II

THE COUNTY AGENT'S RESPONSIBILITY IN DEVELOPING EFFECTIVE PROGRAMS FOR SPECIAL OCCASIONS

In this report we attempted to point out aids to help the county agents in developing more effective programs for special occasions. The report is designed to aid in conducting and in improving county special occasions.

These special occasions are essential in promoting an interesting Extension program. They stimulate the people in developing better farm and home living.

This report does not intend to discuss in detail all factors involving special occasions, but to present a general set-up that can be used in the average situation.

Farmers' Conference

The county farmers' conference is a meeting of a county-wide nature to put across one or more ideas to the people.

Objective: To develop a conference that will promote some phase of our plan of work.

Goal: To help the Extension worker and people to better understand and to develop interest in the Extension programs.

I. Agents Procedure.

- A. The place and time for conference should be decided with cooperation of agent, county advisory board, and community in which it is to be held.

- B. Give publicity to the meeting.
- C. Plan an interesting and educational program.
- D. Avoid over crowding the program.

II. Results:

- A. How many people benefited.
 - 1. By using recommended practices.
- B. Did it create inspiration.
- C. Did it provide a starting point for problems.

III. Recommendations:

- A. All conferences held should be used as a basis for reaching large groups of people to present a definite phase of our plan of work.

County Tours

A county tour is a constructive group trip, visiting definite demonstrations to show results, thereby gaining helpful ideas.

Objective: To make tours more effective.

Goal: To conduct sufficient tours as a means of publicizing Extension work.

I. Agents' Procedure.

- A. Select demonstrations to be visited on tour.
- B. Arrange appropriate time.
- C. Plan best route.
 - 1. Road conditions.
 - 2. Distance between demonstrations and activities.

More planned tours should be used in Extension teaching.

Result Demonstrations

A result demonstration meeting is a meeting at which time Extension workers or community leaders can point out to a group of people the advantages of an improved practice and answer questions regarding same.

I. Objective: To have more and better result demonstration meetings.

Goal: Increase attendance at result demonstration meetings.

The farm home unit demonstration is recognized as the most desirable type of result demonstration.

The demonstrators should be selected jointly by county leaders and agents cooperating.

II. A good result demonstration meeting.

- A. Records attendance and interest shown.
- B. Serves as a concrete example.
- C. Checks to see if improved practices have been adopted.
- D. Interest other farmers and homemakers in improving practices.

Achievement Days

An achievement day is held to encourage faithful completion of projects. All clubs and members come together with interested people to listen to the records of the year's achievements of the various clubs and outstanding members.

- I. Objective: To create interest and larger participation of rural people in Extension program.
- II. Goal: To encourage faithful performance to the completion of the projects.
- III. Through cooperation of agents, other professional workers, 4-H club council and county advisory board, a general theme should be selected for the achievement day program.
 - A. The program could include:
 - 1. Purpose of the meeting.
 - 2. Need of 4-H program.
 - B. Special features such as demonstrations by club members, style shows, pageants, and so forth.
 - C. Special awards and recognition.
 - D. Summarize the year's work.
 - 1. To show to the public junior and adult achievements.
 - 2. To recognize good work by members and leaders.
 - 3. To provide a day of genuine enjoyment for those who attend.
 - E. Each club's most outstanding accomplishment.
 - F. County agent's summary.
 - G. Singing and recreation.
- IV. The achievement day is report to the public of the effectiveness of the 4-H club work and give recognition for jobs well done. Achievement days should interpret to the public and cooperators the functional value of the Extension program.

4-H Council Meeting

Junior 4-H Council meetings are to unify club work in the county, to make and carry out the county plan of work, and to receive training necessary to conduct the year's program.

Objective: To make more effective use of 4-H Club Council.

Goal: To make the county plan of work for all county 4-H activities and to assist in accomplishing the same.

I. Agent's Procedure.

- A. Secure cooperation of club leaders, club officers and agents in selecting the time and place to hold the 4-H Council.
- B. Give publicity to the 4-H Council meeting.
- C. Select program participants.

II. Programs of 4-H club county council.

- A. Discuss purpose of meeting.
- B. Give organizational training.
- C. Train club officers.
 1. Presidents and vice-presidents in one group.
 2. Secretaries and reporters in one group.
 3. Song leaders in one group.

III. Assist in making county plan of work.

- A. Set up goals for 4-H clubs and methods of carrying out goals.

IV. Give training in club recreation - songs and games.

V. Have at least two meetings each year.

- A. Planning meeting.
- B. Evaluation meeting

We, the members of the workshop on programs for special occasions, recommend that these procedures presented be used by all extension agents as a suggestive guide in developing a better extension program.

References:

Books:

Seaman A. Knapp, A Biography By Joseph C. Bailey, Columbia University Press (1945).

Demonstration Work by O. B. Martin, Nylor Company (1942).

When We Are Green We Grow By Jane S. McKimmons, University of N. C. Press (1945)
County Agent by Gladys Baker, University of Chicago Press (1939).

Bulletins:

Virginia Handbook for Extension Workers.
The Job of The County Agricultural Agent (USDA) **
The Guide For Arkansas Agricultural Extension Workers.
Guide for Extension Workers in Missouri.
National 4-H Achievement Week (USDA) **
County 4-H Club Councils (Va.).
Aids for 4-H Achievement Observance (USDA) **
Essential Elements of County Extension Organization (USDA) **
The Ten Commandments of Good Organization (USDA) **

** USDA -- Extension Service.

WORKSHOP PROBLEM III

HOW CAN EXTENSION WORKERS MAKE EFFECTIVE USE OF LEADERS
IN CARRYING OUT THE PROGRAM

We know that there is a definite need in every county for leaders to assist the county farm and home agents in reaching the people. This presents the problem "How Can the Extension Workers Make Effective Use of Leaders in Carrying out the Extension Program."

In our findings we defined a leader as one who has the ability to so influence others that they will think as he wants them; do as he wants them to do, but still feel that they are acting on their own thinking and planning.

By effective use we mean that we should have the person who assumes the responsibility of leadership engage in various activities toward the accomplishment of the county Extension program as planned. Such activities may be project instructions, organizational work, method demonstrations, assisting with checks on result demonstrations, gathering and reporting needed neighborhood and community information, and other phases of the Extension program.

Members of the group presented facts which showed the following:

1. Lack of sufficient number of leaders for effective work in the counties.
2. The limited number of people with formal training found in rural sections often restricts their degree of usefulness for certain activities.
3. Methods of selecting leaders may affect their usefulness.
4. Leaders reach too few people after they are trained.
5. It is found difficult to keep leaders up-to-date in training.
6. There is sometimes the danger of leaders getting into a rut and not using new ideas presented to them.
7. The turnover of leadership is too fast for best results.

8. It is sometimes difficult to replace leaders who have been in service for a long time and can no longer lead effectively.
9. It has been found that many so-called strong leaders in a community are not identified with the Extension Service program.
10. Grown-ups are harder to secure to use for junior leadership than for work with adults.
11. Leaders are not always situated to set the pace by example and their usefulness may be limited for desired results.

The following recommendations are made as possible solutions for the more effective use of leaders:

1. Increase the number of leaders for various activities that are scheduled or planned in the program.

This may be done by:

- a. Selecting leaders for doing a job in an emergency, example, opening exercise for the meeting or leading a game. Starting a result demonstration, as field or crop work.
- b. Electing leaders from a group. This is much preferred and gives better support.

Using a leader who volunteers his services. This sometimes puts the wrong person into a position of leadership and should be used with caution consulting key people in the county or neighborhood.

- c. Attending county activities of other organizations and observing the people who show initiative.
2. Increase the effective use of leaders by:

- a. Better training.

This may be done by:

- (1) Having a county organization of leaders who sponsor the Extension program. Example, County Advisory Boards, County Home Demonstration Committees, County 4-H Councils, Leaders Associations or Conferences, any of these may be scheduled to meet at stated times during the year for planning and training for specific leadership work.
- (2) Have small neighborhood group meetings of leaders in the home of a leader where training is given for an immediate piece of work or for a space of two or three months.
- (3) Hold conferences with leaders for assisting with plans, for making new plans, or showing another step in a method of doing.

- (4) Use specialist help with leader training and conferences.
 - (5) Use visual aids to show various practices, procedures and situations that may be used by leaders.
 - (6) Use apprenticeship methods of training leaders. Example - one leader is placed in charge of another and is instructed through the supervision of the agent.
 - (7) County schools may be held for one day, more if needed or workable.
 - (8) Short courses on the state level may be held.
 - (9) Give leaders training by showing one step at a time. Example - clean and prepare brooder house before putting in chicks. Measurements taught before mixing breads and cakes.
3. Increase the effective use of leaders by:
- a. Creating a favorable situation for their development. Example - Assign a task best suited to the ability in order to establish confidence.
 - b. Show that the need is great enough to have a leader.
 - c. Use a leader who has been helped himself to pass this information to others.
 - d. Using leaders who are of the group and show interest in it.
 - e. Making the territory they are to cover within a small radius so that they may reach homes easily.
 - f. Appointing a co-leader where the leader has gotten in a rut and fails to use new ideas often.
 - g. Keep junior leaders trained who may take the places of those who leave the service.
 - h. For effective leadership, long-time service often gives most dependable results. Whenever this is weakened, tactfully retire the leaders with honored recognition.
 - i. Use leaders who are not prone to lead away from Extension work for some important committees if contacts allow this. Talk with such leaders about the things in which they are interested. Win friendships in every legitimate way possible.
 - j. Have a junior leader work with the timid adult leader for junior club work.

- k. Refrain from embarrassing a leader by appointing meetings or conferences in the home without previous invitation or consent voluntary or coerced.

Teach such leaders to serve in way that they may do best leading. Encourage attractive home grounds. Have outdoor meetings in summer.

- l. Use leaders to assist the agent in conducting the Live-at-Home Program.

This may be done by:

Training leaders selected by the community club to assist with scoring. Let them thoroughly understand the requirements.

Explain the score sheets, what they mean and how the scores are recorded.

Explain how goals are decided upon.

Have leaders tell you how they will do this.

Select one leader who writes legibly others may give help in some other way.

Have leaders plan the day and time to assist with first scoring.

Train leaders to make check at stated periods of time. Report to clubs and County Advisory Boards. Use instructions from agents and boards for continued work. Decide on dates for the last scoring. Urge community to reach goals before the date for final scores. Look over completed sheets.

Note satisfactory results obtained for efforts made.

Conclusions:

These findings as stated here are some of the facts which support the idea that leaders can be developed to take their rightful place in rural leadership.

We hereby offer these findings as a possible means of making more effective use of leaders in carrying out the Extension program.

References:

Books:

Leaders and Leadership by Emory Bogardus, D. Appleton Century Co. (1934).
Leadership For Rural Life by Dwight Sanderson, John Wiley & Sons (1939).
Leadership in Group Work by Henry Busch, Associated Press (1934).
Community Leadership by William Burr, Prentice Hall & Company (1939).

Bulletins:

- A Study of Local Leadership in South Carolina.
- A Study of 4-H Club Local Leadership in Oklahoma.
- Suggestions for Building and Maintaining Interest and Enthusiasm of Neighborhood Leaders.
- A Study of How Neighborhood Leaders Can Carry Information to Their Neighbors.
- Volunteer Leaders are Essential to the 4-H Program.
- A Study of 4-H Local Leadership in New Hampshire, 1937.
- A Study of Local Leadership in 4-H Club Work.
- Problems of 4-H Local Leaders.

WORKSHOP PROBLEM IV

HOW CAN THE AGENT EVALUATE HIS OWN WORK IN THE COUNTY?

We, the committee on How Can the Extension Agent Evaluate His Own Work in the County, submit the following report.

No matter how sound the job, how intelligent the plan, how skillful the execution; the Extension job is not finished until accomplishments have been evaluated.

I. Definition.

According to Dr. Gladys Gallup, Chief in the Division of Field Studies of the Federal Extension Service: "Evaluation is an analysis by which one is able to understand and appreciate the relative merits or deficiencies of persons, groups, programs, situations, methods, and processes. It is a method of determining how far it should be carried to accomplish objectives."

II. Purpose of Evaluation:

- A. Evaluation helps us to determine progress.
- B. Evaluation helps us to determine the degree to which we are accomplishing that which we set out to do.
- C. Evaluation helps us in guidance. It helps us to know more about rural people, their needs, desires, and interests.
- D. Evaluation serves as a check on our Extension teaching procedures.
- E. It provides evidence of value of the Extension program to the community.
- F. Evaluation gives satisfaction to the rural cooperators and leaders in creating a sense of accomplishment.

An agent cannot evaluate his entire program for a year; he can only evaluate specific objectives in it. Since it is impossible to set up a device to evaluate an entire program, we have attempted to set up a guide in the evaluation of rural housing in one of our counties.

III. Long-time objective.

A. To improve the standards of living of farm families in _____ county.

IV. Specific objective to improve the exterior of houses in _____ county.

V. Reasons for selecting these objectives:

- A. The State Extension Service is trying to arouse and stimulate interest in rural housing.
- B. Observations and surveys show a definite need for improving the exterior of houses in _____ community.

VI. Evidence of progress toward objectives:

- A. A survey stimulates interest in an action program.
- B. Actual cooperation of the people.
- C. Favorable changes of attitudes of the people.
- D. Adoption of recommended housing improvement.

Device for Evaluating Exterior Improvements of Houses in _____ County.

CRITERIA USED TO DETERMINE PROGRESS

Areas to be considered	Excellent	Good	Fair	Poor
1. Roof				
2. Sidewall				
3. Screens				
4. Steps				
5. Chimneys				
6. Porches				
7. Other (Specify)				

Sample of a Yardstick for Evaluating Roofs in regard to Criteria:

Excellent	:	Good	:	Fair	:	Poor
Fireproof	:	Fire resistant	:	Straight	:	Fire-trap
Leakproof	:	Not leaking	:	Not leaking	:	Leaky
Durable	:	Painted	:	Rusty	:	
Well-constructed	:	Composition	:	Roll roofing	:	

VII. Summary of How an Agent Can Evaluate His Own Work in the County:

- A. He must know what his job is.
- B. He must set up his objectives and goals.
- C. He must decide on the methods to use for reaching his goals.
- D. He must decide what specialist or outside help he will need.
- E. He must know when he has reached his goal.

VIII. References.

Extension Evaluation -- U. S. Department of Agriculture.

Ohio Conference on Evaluation and Home Demonstration Work -- Ohio State University.

How to Evaluate Progress in Extension Teachings -- Eugene Morit

An Evaluation Form -- From Ohio Extension Service.

The Agriculture Extension System of the U. S. -- Smith and Wilson

Book:

The Agricultural Extension System of The United States By C. B. Smith and M. C. Wilson, John Wiley and Sons.

Bulletins:

How to Evaluate Progress on Extension Teaching.
Suggested Guide For County Extension Agents in Studying Their Work.
Evaluation in The 4-H Vegetable Garden Project.
Statistical Analysis of Negro 4-H Club Work.
Evaluation in 4-H Clothing Project, Massachusetts, 1940-41.
Educational Growth in The 4-H Clothing Project.

WORKSHOP PROBLEM V

HOW MAY AGENTS STRENGTHEN THEIR WORK THROUGH
REPORTS AND PUBLICITY?

An essential part of the job for which you are employed is to make a report of your progress, activities and results. A concise, but complete report is invaluable. The Extension Service, being supported by public funds, must take an account of its activities and results, through reports and publicity. The Virginia Agricultural Extension Service located at V.P.I. in Blacksburg is charged with the responsibility of spending money for cooperative Extension work in such a way as to render the greatest service to the greatest number of people. In order that this agency may administer these funds intelligently, it must know what is being done in each county. The well-prepared report gives you, the supervisors and

the general public a picture of your activities and results. Those who follow you can plan and work intelligently only in so far as they have a complete written record of the work done.

The committee has attempted in this report to describe the Farm and Home Agents' responsibility relative to reports and publicity, giving suggestive guidance and to present recommendations including possible solutions and ideas, with respect to your county.

REPORT is the medium by which we make known the progress and achievements of Extension work to officials and the general public.

PUBLICITY is the means by which information is passed on to the public through news articles, radio, visual aid, circular letters, meetings, farm visits, etc.

Strengthening Our Reports

Problems:

1. How to determine whether narrative is too brief or too long.
2. Failure to realize the importance of organizing and assembling important material.
3. What subject matter should be emphasized?
4. Time Element.
5. Lack of Clerical Assistance.

Recommendations:

1. That the narrative report should be brief and concise but tell a complete story, and that a copy of the best report, which may be called "the report of the month," be sent out to all farm and home agents by the supervisory agents.
2. That the newspaper style of writing be used in making the narrative report.
3. That a daily office and field record be kept (Ext. Form 5).
4. That the wedge type of story writing be used in making narrative reports (Refer to T.P.I. by Sherman Briscoe).
5. That important activities be written up and filed as soon as they materialize for use in the narrative report.
6. Write up unusual events plus the significant facts, as goals of annual plan of work are completed.
7. More careful planning of daily activities. Example: Time Budgeting.

8. That clerical help be provided and office be more conveniently located.
9. The committee further recommends an explanation of the monthly extracts as a means of strengthening reports and publicity.

Strengthening Our Publicity

Advantages of Publicity:

1. Good publicity stimulates interest of farm people in attending meetings.
2. Brings about better cooperation on the part of other agencies and the general public.
3. Serves as a good teaching medium.
4. Enlarges the County Extension Program.
5. Serves as reference and record.

Recommendations:

1. That more publicity be used in advertising Extension Work.
2. Announce in local paper important extension activities and follow up with a result article.
3. Make pictures of outstanding projects and use visual aid as a method of teaching more often.
4. Send to press reports and pictures of good result demonstrations.

References:

Books:

Technical Journalism by F. W. Deckman and H. R. O'Brien, Iowa State College Press (1942).

Audio-Visual Methods of Teaching by Edgar Dale, Dryden Press (1946).

Bulletins:

The Purpose of Reports and Methods of Reporting, Ext. Cir. Number 136.

Techniques in Preparing Information, Releases and Circular Letters (USDA).

Guide for Extension Workers in Missouri.

Guide for Extension Workers in Arkansas.

What Camera Shall I Buy? (Commercial Pub.).

Photography (Commercial Pub.).

WORKSHOP PROBLEM VI

AGENT'S FUNCTION IN CREATING PARENT AND PUBLIC INTEREST IN 4-H CLUB WORK

The 4-H Club work comprises a major part of our Extension program in that it deals with the people of tomorrow. In order to have well-organized programs and effective functioning of the 4-H Club, we must create parent and public interest in the work.

In many instances the people and the parents are interested in 4-H club work, therefore, this group's purpose is to give the agent's function in creating and developing the interest of the parents and public.

The committee has searched illustrative material of various types to get authoritative ideas and has exchanged experiences confronted in their respective counties. The important problems that confronted this committee are:

1. Lack of interest on part of parent.
2. Lack of knowledge of parents and public.
3. Financial status of the parents.
4. Lack of competent leadership.
5. Lack of interest of teacher.
6. Lack of transportation of 4-H members.
7. Lack of interest of the agent.
8. The agent's manner of approach.

The parents and public are the chief groups of our concern. Through these people much can be accomplished with the help of effective club leaders. Some of the facts noted were:

1. Lack of enthusiasm of the agent in 4-H club work.
2. Lack of interest on the part of the parent in allowing the member to attend meetings.
3. Failure of agent to recognize and encourage leaders and members.
4. Promotion of club work through business concerns.
5. Cooperation of the school board and other county agencies in 4-H club work.
6. Enthusiasm of parents and leaders in 4-H club work.

To overcome the situations that confronted the committee, objectives were formulated. These were set up for effective use in creating interest in 4-H club work, but they will not be reached in any definite time. This is left to the agents in planning the 4-H club program as conditions vary in counties.

In keeping with the above ideas, the following objectives were set up:

1. To inform parents and the public concerning 4-H club work.
2. Proper leadership to guide 4-H club members must be secured.
3. To develop a well-planned program in 4-H club work.

4. To work effectively with 4-H leaders in Carrying out the program.
5. To give special recognition for outstanding 4-H leadership.
6. Solicit aid and assistance from local banks, commercial corporations and professional people in promoting 4-H club work.
7. Report to the public through the local and state press the accomplishments of 4-H club work during the year.
8. To evaluate the progress made in 4-H club work during the year.

The interest of the parents and the public will be greatly enhanced through the efforts of the agents and the cooperation of the leaders. Through such a program as outlined above a definite improvement will be seen in the 4-H club members, who will be our citizens of tomorrow.

References:

Bulletins:

Trends in 4-H Club work.
Recommended Policies Governing 4-H Club Work.
A Study of 4-H Club Local Leadership in South Carolina.
The Place of 4-H Clubs in the American System of Public Education.
Educational Values in 4-H Club Work.
4-H Club and Older Youth Studies.
Opportunities For The Older Girl in The Extension Program.

COMMONWEALTH OF VIRGINIA

Workshop Report

Farm and Home Demonstration Agents

Virginia State College
Petersburg, Virginia

December 8--13, 1947

"WE STUDY OUR JOB --- WORKSHOP REPORT NUMBER 2"

Virginia Polytechnic Institute, Virginia State College and The
United States Department of Agriculture Cooperating.

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